

# Junior-Senior High School Clearing House

VOL. IV

SEPTEMBER, 1929

No. 1

Editorial . . . . .	1
How the Montclair Senior High School Provides for Junior-High-School Graduates with Irregular Preparation, <i>Harold A. Ferguson</i>	12
What Price Articulation? . . . . . <i>Ross O. Runnels</i>	18
The Later Success of Accelerated Pupils . . . . . <i>C. H. Sackett</i>	22
The College-Entrance Bugaboo . . . . . <i>Herbert W. Smith</i>	28
Articulation of the Supervisory Function in the Secondary School <i>Harrison Van Cott</i>	38
Problems of Articulation in the Association of Colleges and Secondary Schools of the Southern States . . . . . <i>Joseph Roemer</i>	49
The Articulation of Mathematics . . . . . <i>J. Andrew Drushel</i>	52
The Articulation of Junior- and Senior-High-School Latin <i>Edith R. Godsey</i>	55
Articulation in English . . . . . <i>L. W. Rader</i>	57
Articulation in Commercial Studies . . . . . <i>Benjamin R. Haynes</i>	59
Book Reviews . . . . .	61

## ARTICULATION ARTICLES TO APPEAR IN NOVEMBER ISSUE

Articulation of Junior and Senior High Schools; the Inherent Need, the Difficulties, and a Constructive Program by *James M. Glass*.

Actual Problems of Articulating Junior and Senior High Schools in Rochester by *W. E. Hawley* and *C. H. Holzwarth*.

L11 Ed. R.R.  
.J97

# Junior-Senior<sup>v.4</sup> High School Clearing House



"A challenging journal for secondary-school people"

## EDITORS

PHILIP W. L. COX

FORREST E. LONG

ARTHUR D. WHITMAN

DOROTHY I. MULGRAVE, Managing Editor

## ASSOCIATE EDITORS

CHARLES FORREST ALLEN  
RICHARD D. ALLEN  
MARGARET ALLTUCKER  
THOMAS H. BRIGGS  
W. H. BRISTOW  
L. H. BUGBEE  
ERNEST W. BUTTERFIELD  
JOHN R. CLARK  
CALVIN O. DAVIS  
HOWARD R. DRIGGS  
J. ANDREW DRUSHEL  
ELBERT K. FRETWELL  
CHARLES M. GILL

JAMES M. GLASS  
W. E. HAWLEY  
VINCENT JONES  
ROBERT A. KISSACK  
LEONARD V. KOOS  
PAUL S. LOMAX  
HUGHES MEARNES  
EDWIN MILLER  
PAUL S. MILLER  
JAY B. NASH  
RALPH E. PICKETT  
CHARLES J. PIEPER  
WILLIAM M. PROCTOR  
MERLE PRUNTY

L. W. RADER  
JOSEPH ROEMER  
S. O. ROREM  
JOHN RUF  
H. H. RYAN  
W. CARSON RYAN, JR.  
ARTHUR M. SEYBOLD  
JOHN L. TILDSLEY  
WILLIS L. UHL  
HARRISON H. VAN COTT  
JOSEPH K. VAN DENBURG  
LAWRENCE A. WILKINS  
JOHN W. WITHERS

## Schedule of Special Numbers

### Volume IV. 1929-1930

- No. 1. September. *The Secondary School and Articulation*
- No. 2. October. *Curricular Innovations*
- No. 3. November. *Small High Schools*
- No. 4. December. *Buildings and Equipment*
- No. 5. January. *Student Life*
- No. 6. February. *Classroom Procedures*
- No. 7. March. *Records and Reports*
- No. 8. April. *Natural Science*
- No. 9. May. *English Expression*
- No. 10. June. *Social Studies*

### Volume V. 1930-1931

- No. 1. *Advisement and Guidance*
- No. 2. *Tests and Measurements*
- No. 3. *Athletics*
- No. 4. *Visual Education*
- No. 5. *The Adolescent*
- No. 6. *Mathematics*
- No. 7. *Clubs*
- No. 8. *Creative Arts*
- No. 9. *Promotions and Graduations*
- No. 10. *Wholesome Living*

JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE—"A challenging journal for liberal secondary-school people," is published by the American Viewpoint Society, Inc., during the months of September, October, November, December, January, February, March, April, May, and June of each year.

Publication and Business Office, 883 Broadway, Albany, N. Y.

Editorial Office, School of Education, New York University, Washington Square East, New York City.

The subscription price is \$3.00 per year, \$5.00 for two years; the price of single copies is 40 cents. Subscriptions for less than a year will be charged at the single copy rate.

Application for entry as second-class matter at the post office at Albany, N. Y., pending.

Copyrighted 1929, by The American Viewpoint Society, Inc.

PRINTED IN THE U. S. A.

Fort Orange Press, Albany, N. Y.

Ed.  
jun.

994623

# JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE

VOLUME IV

SEPTEMBER, 1929

NUMBER 1

## EDITORIAL

This is the first issue of the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE. This new journal succeeds the *Junior High School Clearing House*, Volume I of which was issued in 1920-1921, under the editorship and management of S. O. Rorem, at the time principal of East Junior High School, Sioux City, Iowa; Volume II was published in 1923-1924 under the editorship of M. G. Clark, Superintendent of Schools, Sioux City, with S. O. Rorem, L. W. Feik, R. L. Hamilton, and others acting as assistant editors; Volume III has been issued during 1928-1929 by S. O. Rorem, now Superintendent of Schools, Lebanon, Pennsylvania.

Volume I is now out of print. Volumes II and III may be obtained from Superintendent Rorem, who has a limited number of bound copies. The price is \$2.00 a volume.

Mr. Rorem continues as an associate editor of the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE. Many of the sponsors and active contributors to the *Junior High School Clearing House* are also associate editors. The active directors of the new journal are mem-

bers of the department of secondary education of New York University.

As its name implies, the JUNIOR-SENIOR HIGH SCHOOL CLEARING HOUSE undertakes to stress the progressive practices of secondary schools and the significant points of view of those who are actively engaged in dealing with the vital problems of adolescent education. The editors will welcome explanations of innovations, programs for educational developments, and discussions of procedures, whether favorable or unfavorable to policies advocated by writers in these pages.

Editorials are signed and represent the present beliefs of the writers. No unity of opinion will be maintained in these columns, except as the various editorial writers may agree among themselves.

## SUCCEEDING ISSUES

While most of the articles, editorials, and book reviews will deal with the central theme of each number as indicated in the inside front cover, such segregation of material will not be allowed to become artificial. Peculiarly valua-

50240

55523



ble and timely articles may appear in any issue. The editors hope, too, that out of each issue may grow correspondence from readers of the magazine who may wish to write supplementary articles or to take issue with statements that have appeared in previous numbers of the journal. Many articles originally scheduled to appear in the early numbers of the journal will have to be postponed until a later date because the authors have been unable to complete them in time for publication.

Manuscripts dealing with actual or proposed practices in any of the aspects of secondary education mentioned above should be sent to Miss Dorothy Mulgrave, Managing Editor, School of Education, New York University, Washington Square East, New York, N. Y.

#### ARTICULATION

The Commission on the Articulation of the Units of American Education has had three major concerns: (1) Such large units of school organization as the following: elementary school, junior high school, senior high school, college, university, teacher-training institutions, and adult education institutions; (2) smaller units of school organization; i.e., grades or various subdivisions lying within any of the larger units; (3) the subject of promotions.

Transition from one large unit to the next is a vital problem, but of primary concern is the transition from grade to grade within any one administrative unit. Out of this subject of intra-unit transition arises the question of promotion. The Commission believes that it

is entirely probable that there may be as much abruptness in transition from one subdivision to another within a unit as from one large unit to another.

Closely related to the promotional aspect is the whole curricular field with its attendant problems of aims, courses of study, grouping of pupils, and so forth. While the Commission does not expect to be able to answer finally the questions connected with this field of curricular content and division, it hopes to be able to throw some light upon the fundamental ones as a result of its study.

In general, the Commission believes that it will have accomplished its purpose to a considerable degree if it is able to ascertain present trends, interpret their validity, and point out such modifications as future improvement in school welfare requires.<sup>1</sup>

#### BETTER ARTICULATION—WHERE SHOULD WE START?

The Commission's excellent report seems to the writer to have one major shortcoming. In its survey of present practices and conditions, perspective is reduced or avoided.

If present conditions are unsatisfactory, the direct emphasis should be rather on those groups or individuals, both youths and adults, who are receiving less than maximum benefit from the schools as now organized and administered. It is hoped that, in its further deliberations and studies, the Commission may examine the easily obtainable data on failures, eliminations, and retardation among secondary-school chil-

<sup>1</sup>Cf. Herbert S. Weet. "The Work of the Articulation Commission." *Department of Superintendence Official Report*, 1929.



dren. What subjects are they failing? What pressures are brought to bear that so many are taking subjects which they fail through lack of ability or lack of interest?

Why are parents and other adults critical of our present schools? Do our articulation programs take account of them? Is there real reason to expect that a 6-4-4 plan will satisfy parents who support schools, if these new school units fail to challenge and actually eliminate their children?

Principal Gilbert J. Raynor of Alexander Hamilton High School, New York City, charges vigorously that the majority of pupils who enter his school are quite unable to do high-school work. Here, too, is implied a most immediate problem which platitudes and general programs cannot answer.

#### ARTICULATION OF THE SCHOOL AND THE ECONOMIC-DOMESTIC- CIVIC WORLD

The Canadian National Council of Education conducted recently a conference of men and women of industry and business writers, philosophers, and leaders in many fields. They discussed education on a broad, universal basis. To them school and college are but the beginning; the adult is an integral part of the great educational process. They dealt with the influence of the radio, the motion pictures, the popular maga-

zines; with international comity; with physical health.

G. S. Counts, in his recent Inglis Lecture, *Secondary Education and Industrialism*, asserts that "the fundamental weakness of the formulations of the Commission [on Reorganization of Secondary Education] is that they apparently rest on no carefully thought-out theory of society." Specifically he deals with the objectives "worthy home membership," "vocational training," and "worthy use of leisure," demanding that we seek answers to the question of what kinds of homes and what kinds of vocational conditions and what kinds of leisure practices the industrial evolution makes inevitable and possible.

The Committee on Junior Education and Employment of the American Manufacturers Association recently asserted that the schools do not and cannot furnish as desirable education for the mass of boys and girls over fourteen years of age as employment in stores and factories does in fact furnish. To whatever degree this statement is true, it should be accepted as a sharp challenge by schoolmen.

Dr. Bagley assumes that the increase of crime and the increase of school education and educational adaptations are significantly correlated. If true, it is a grievous situation! Where will articulation lead us if more articulation with human life leads merely to more crime and less desirable citizenship?

#### ARE WE GIVING THE COMMUNITY FAIR VALUE?

The schoolhouse is the logical center for deliberations, discussions, and civic education. It is not built for the personal benefit of bright children and their parents. Only five per cent of school buildings are used for community purposes, according to Dr. Eleanor Gueck. May not the commission on articulation address itself to the problem of making the arbitrary academic high school over into an institution for public education?

#### WHAT ARE THE SPECIFIC PROBLEMS OF INSTITUTIONAL ARTICULATION?

Better articulation between the units of American education will be most quickly and certainly achieved if intelligent efforts are directed to specific situations in which potential or actual irritations and misunderstandings arise, such as the following:

(1) The attention of schoolmen at every level and in every type of institution should be directed to the similarities of their problems and their attempted solutions of these problems. Thus, progressive colleges, senior high schools, junior high schools, vocational, continuation, and evening schools, and private secondary schools are all striving earnestly to build up student morale and student participation in the approved social activities of the institutions. Articulations on this plane should be easy to make. Too often, nevertheless, little knowledge or sympathetic in-

terest is shown by the faculties of one institution in the social programs of the others.

(2) Each of the institutions named above has already established or is now establishing, a system of advisement and guidance. Unfortunately, however, the counselling procedures and results of one institution are seldom exploited by the others. Pupils who have selected art or music or commercial subjects as a result of careful guidance in the junior high school are encouraged to change their elections when they enter senior high school "because they will need Latin to get to college." Such advice is both false and disruptive.

(3) The flexibility and enrichment of the curricula of each unit have increased amazingly. The recognition of individual needs, individual enthusiasms, and individual capacities has in every case led to such reforms. With depressing regularity many teachers at each level vociferously disapprove of the tendencies in the lower levels, and many teachers of the lower levels are seemingly unaware of the new liberality of the higher institutions.

(4) Many high-school principals and prominent college graduates seldom think of education in any broad sense of the term. College entrance certificates and examinations in academic subjects, intercollegiate and interscholastic athletics, and "social behaviors" of boys and girls seem to absorb all of their capacity to think educationally.

(5) Honors, other than the conventional and extrinsic ones—marks, promotion, graduations, and certificates—

are being bestowed by schools and colleges. School insignia, character ratings, health certificates, and honor society memberships should be formally recognized by colleges and senior high schools.

(6) Outside the school and college life goes on apace—modifying, for good or for ill, the attitudes, aspirations, and conduct of youths and adults. Seldom has the junior or senior high school more than a selective or corrective effect on the social behaviors of pupils.

(7) Specific mal-articulations occur between junior and senior high schools frequently in three subjects: Latin, mathematics, and English grammar. Frank discussions by representatives of junior-high and senior-high-school teachers of each subject together with the superintendent of schools and the principals of the schools concerned, might quickly decrease the misunderstandings and conflicts.

(8) Adequate cumulative records should be universal and should be understood and used by the officers of senior high schools and colleges.

(a) Such records should show, in addition to scholarship marks, pupils' abilities and needs and their improvements

(b) Participation in clubs, student government, service squads, home-room organization, athletic teams, musical organizations, journalistic enterprises, and other student activities sponsored by the school

(c) Active participation and leadership in extraschool organiza-

tions—Scouts, musical, and dramatic organizations

(d) Part-time jobs, including home occupations

(e) Vacations and other leisure-time interest and occupation

(f) Emotional characteristics

(9) Wide and insistent publicity is needed regarding actual college entrance requirements. Much, perhaps most, of the so-called difficulties involved in college admissions exist only in the minds of overcautious, ignorant, or inert high-school principals and advisers.

Professional, parental, and college alumni protests should be focused on three evils which undoubtedly do exist:

(a) Some colleges refuse to recognize bona fide subjects; such as general science, community civics, and general language

(b) Colleges base their selection on such abstract subjects as mathematics, foreign languages, and English grammar which many capable adolescents are unwilling to exert themselves to master

(c) Some colleges will not grant advanced credit for subjects carried beyond the elementary stages in secondary schools

(10) Unsympathetic teachers too often are assigned to the classes which students enter from the lower institutions; viz., freshman classes in college, and tenth-grade classes in senior high schools. Such placement of teachers is viciously stupid. Senior-high-school principals and college administrators



should be warned of the inevitable disharmonies and injustices which follow this practice.

(11) "Dull" pupils who have succeeded in junior high schools because of homogeneous grouping are often unsuccessful in heterogeneous classes in senior high school.

Publicity and propaganda should be promoted for the rights of the so-called dull pupil (*dull* only, perhaps, in the sense that he has little abstract verbalistic intelligence).

(12) Superintendents and boards of education which have approved the establishment of junior high schools and special type schools must be encouraged to define clearly their functions. Misunderstandings frequently arise because such a definition is lacking or is not known to the faculties and administrators of the schools concerned

#### SCHOLASTIC STEREOTYPES

Academic secondary education is woefully anaemic in its social functioning. Generally it seems quite unable to assimilate the nourishing philosophy and new content and conceptions which grow out of the new democratic industrial world. Academic stereotypes or preconceptions are usually based on practices and psychologies that may have been reasonable in the latter part of the nineteenth century but which have now no foundation except those of socially inherited habits of mind and traditional administrative and classroom practices.

Nevertheless, these outgrown attitudes and procedures bid fair to continue to exert powerful, even if baleful, pressures on all nonacademic education.

For the permanency and resistance of inert vested interests are difficult to overcome. "Nothing of human origin," says President Arthur E. Morgan of Antioch, "endures so long as the habits and outlooks of men. . . . An impression written on the mind of man is more enduring than stone."

The impression in scholastic minds that the high schools exist to do a peculiar type and standard of work seems to have some such enduring qualities. To such an unreasoned preconception Walter Lippmann has applied the term "stereotype." It was against this stupid conception that Spaulding *père* made his brilliant attacks in 1910-1914; it is in defense of this anachronism that Spaulding *filis* wins applause of all educational reactionaries in 1929!

If we understand by *education* the process by which civic, domestic, and economic efficiencies, good will, and harmless enjoyment of leisure are promoted there is not one whit of scientific validity to the contention that scholastic achievements are identical with education or, indeed, that they correlate positively with it. In the 1928 *Yearbook of the National Society for the Study of Education* are several studies which show how unfounded is the assumption that "standards" of achievement are related to quality of teaching or even to the subjects studied. Terman in summarizing these investigations says: "One of these fails to find any statistically significant difference between the subject-matter achievement of pupils taught by 'best' teachers and the achievement of those taught by 'poorest' teachers. Another fails to find a significant correlation between the

achie  
exper  
rather  
than  
achie  
and t  
pils h  
This  
vesti  
study  
phys  
achie  
prev  
licat  
is af  
tent  
wide  
Thu  
in ul  
is t  
is t  
sent  
met  
as a  
12  
sche  
Th  
see  
the  
has  
up  
the  
ing  
tio  
cor  
cor

fir  
it  
in

achievement of the pupils and school expenditures. Another investigation, a rather extensive one, fails to find more than a negligible correlation between achievements of unselected ten-year-olds and the total number of days these pupils have attended since entering school. This finding is confirmed by another investigator in another State. Another study indicates that the remedying of physical defects has little or no effect on achievement. Still other investigations, previously reported in educational publications, have shown that achievement is affected to an astonishingly small extent by size of class or by the use of widely different methods of instruction. Thus it seems to make little difference in ultimate achievement whether a pupil is taught phonics or not; whether he is taught reading by the word or the sentence method, or by some other method; whether he is taught spelling as a separate subject or not; or whether 12 per cent or 25 per cent of the total school time is given to arithmetic. . . . The evidence that is accumulated seems to indicate that the mastery of the subject which a pupil of twelve years has attained probably depends more upon his mental level than upon all of these other factors combined, assuming at least a fair amount of educational exposure in schools of the sort commonly found in typical cities of this country."<sup>1</sup>

If more searching investigations confirm this tentative conclusion, what does it mean? "Probably we have been laying too much stress on the mastery of

subject matter," continues Terman. "Probably moderate deviations in achievement, either above or below the 'norm' are educationally less significant than we have thought. It has certainly been proved that ability to do certain work, say of the ninth grade, or of the freshman year of the college, depends less upon the subject matter that has been mastered than it does upon general intellectual ability."<sup>1</sup>

Until and unless the colleges' and the high schools' academic *stereotype*—that the quantity of information is a measure of educational progress—is sublimated by the new interest in the social and ethical and emotional ends of education, articulation between junior and senior high school must be difficult. Until and unless the academic high school and college will stress the students' attitudes and interests as contrasted with his scholastic achievements, progress in articulation must stumble and frequently halt. Until and unless the publicly supported high schools and colleges become interested in the significance of abstract verbal intelligence as a basis for guidance rather than as a basis for acceptance and rejection, progress in better articulation must be slow.

The almost irresistible force of social and scientific progress is impinging upon the almost immovable inertia of the academic *stereotype*—the identity of erudition and education. In the end it will be an unequal struggle—the academic *stereotype* must be radically modified or pushed aside.

<sup>1</sup>Journal of Educational Research, XVII, 1, January, 1928.

It is all so futile and empty and absurd anyway—this insistence on arbitrary scholastic standards. If the senior high school's conventional demand for a mastery of Latin grammar, algebraic processes, and English expression, on the part of junior-high-school graduates were really fulfilled, pupils would have little more of these abstract verbalisms and manipulations to learn before they were ready for graduation from high school.

Recent investigations in achievements in written English—cited by Leonard in his editorial in the June, 1929, *Journal of Educational Research*—indicate that pupils' out-of-school English usages are not affected by high-school instruction and that the best seventh-grade pupils use quite as good English as the best twelfth-grade pupils! Some years ago Brown found that in Latin translation the best pupils made little or no progress from the tenth to the twelfth grades. Even in algebra and modern languages increasing mastery of the average pupil depends quite as much on the elimination of those who have not mastered the technics as on the growth in power of those who continue.

Up to the present the academic senior high school has seldom proved its right to be considered an educational institution at all. By its atmosphere, its arbitrary administrative requirements, and its curriculum prescriptions it has frequently rejected all children who are over-age and not docile. It has "flunked" and eliminated all who had not previously learned or did not daily learn at home arbitrarily imposed verbalisms and manipulations; it has graduated a body of pupils selected

according to narrow stereotypes of little social validity. And then the college, which the academic senior high school has so slavishly aped, has sometimes been so ungracious as to criticize most unkindly these docile graduates because they have not been independent, curious, and self-reliant. They have been accused of being "credit seekers" which they frequently are—unless they had been "credit seekers," indeed, the senior high school would not have selected them to recommend to college. How sharper than a serpent's tooth!

#### WHAT STUDENTS DO COLLEGES WANT?

And what is it all about, this college-entrance furor? Do colleges really want students who will succeed in colleges and in life? Or do the colleges wish merely to protect certain vested interests which their faculty members hold in the artificial subject curricula of the high school? Or is it just the stupid social stereotype written in the human mind and so more enduring than stone?

In spite of the discovery by Odell, Whitman, and others that the measurement of scholastic achievement, whether by teachers' marks, by objective tests, or by college-admission examinations, have scarcely better prognostic value even for scholastic success in college than would pure guesses have, colleges continue to lean on this broken reed. Even though Flemming has shown that, next to "general intelligence" and silent reading ability, the dynamic personal qualities—industry, persistence, desire to excel, energy, and emotional stability—are of primary importance for educational success, academic college-



admission committees continue to pin their faith on scholastic marks rather than in these socially significant characteristics.

Meantime, colleges prate about training leaders though they frequently reject the very boys and girls who are bound to become the real leaders of the next generation.

College faculties include, nevertheless, many earnest and intelligent men and women. What blinds such persons to the fact that, while colleges select young men and young women on the basis of foreign languages and abstract mathematics, few students in college ever carry these subjects beyond the point of prescription? Meantime, little weight is given to their accomplishments in social sciences and natural sciences, in music, drama, and art, in student life and general literature and earnest conversations which are so often the educational activities by which these young men and women educate themselves while in college.

Another peculiar thing. It is unfortunate and depressing that high schools so frequently plan their college preparation in terms of the A.B. degree in a half dozen eastern colleges. There are, however, many excellent colleges and their curricula are varied. There are colleges of music, of fine arts, of agriculture, for teacher training, for commerce and finance, for retail salesmanship, and for physical education. Even the standard universities and colleges allow much freedom of election and have very liberal admission policies. There is room for every earnest normal boy and girl in our colleges whatever his or her interests and prep-

aration. The colleges want these students. Alumni associations are spending thousands of dollars and thousands of hours each year to find and attract them. But college-admission committees and high-school faculties in their honest ignorance and in their surrender to stereotypical concepts often select the wrong ones—docile credit seekers.

These docile credit seekers and mark-hunters are so trained to accept extrinsic motivation that they frequently lack either initiative or enthusiasm. And so we find college presidents and professors scolding the high schools and preparatory schools because their graduates do not know how to work independently and because they seek only credit by which graduation may be won.

The junior high school generally emphasizes social qualities as the goals of its education. For this, senior-high-school faculties sometimes criticize it. Nevertheless, the *only* preparation for college or for life which is of real promise is this very training in health, homemembership, citizenship, and uses of leisure which underlies all of the junior high schools' endeavors.

#### WILL THE PAST EVER DIE?

It would, perhaps, not have been surprising that the colonial Latin grammar school, had the need ever been felt, would have had difficulty in articulating itself with lower schools which were attempting to prepare children for homemembership, for vocations, for civic responsibilities, and for worthy uses of leisure. Whereas the Latin school was purely a *preparatory school*, however, the academy and later the public high school were conceived as

*educational institutions.* These institutions, it might be hoped, would have found no difficulty in adjusting themselves to elementary schools which attempted to meet the life needs of the children.

Unfortunately, the Latin grammar-school *motif* of selection and arbitrary "preparation" did not perish with the Latin school. The selective and "preparatory" functions have palsied the academy and the public high school, although the "preparatory" subjects have now ceased to be preparatory—since so few college students continue to study foreign languages or mathematics beyond the point of prescription.

Partly because the *public* high school had gone preparatory, there were organized manual training high schools, technical high schools, practical-arts high schools, and commercial high schools, in the naïve hope that these schools would meet the needs of pupil types which the *public* high school neglected or excluded. Too often a vain hope! In many such schools the selective and "preparatory" functions, modified somewhat by more intensive training, have largely overwhelmed the purposes for which these institutions were established.

In the last fifteen years we have turned to vocational and trade schools. Surely, such schools would be ready to take adolescent children as they exist, guide them, and fit training to their needs and capacities. But in the past few years there has been a growing demand on the part of the faculties and supervisors of these schools that they be permitted to select and retain only superior pupils—and by "*superior*" they

*do not mean technical superiority; they actually mean academic, abstract, verbalistic superiority.* Which, if they succeed in carrying their points, will leave us exactly where we were—with just one more academic preparatory school, and nowhere for the nonverbalist to go except to the continuation school or the evening high school. For the present, these institutions seem to be safe for democracy in many cities—they are the only *public* schools for adolescents.

"Let the dead Past bury its dead" would be a better saying if the Past ever died," says Galsworthy. Social habits from the past encroach upon each new educational concept until they overwhelm and abort it. The past is triumphant in spite of every defeat!

Perhaps so. But perhaps not. It may be that the forces let loose by the industrial revolution are too powerful for the past to overcome. Perhaps, someday, some politicians, more adept and clever and thorough than Mr. A. B. See and more persistent and selfish than "Mr. Ezekiel Cheever" will launch an attack on our publicly supported secondary schools which dare to exclude and neglect the children of the people who are compelled to pay the taxes from which salaries are paid and buildings are provided. If such a politician stands forth we educators will summon all conservatives to our aid. We will accuse him of being a trouble maker, of preaching popular discontent, of seeking to accomplish selfish ends. All of which accusations may be true. But they will scarcely save the present régime of school people if we cannot deny the fundamental accusation. Which is, that we demand the tax-

paye  
chil  
A  
stan  
we  
ami  
beh  
and  
one  
aga  
"it  
and  
hav  
A  
who  
sho  
exp  
for  
to  
"H  
thi  
dis

payer's money and then exclude his children!

And all in the name of academic standards of so little social validity that we schoolmasters seldom dare to examine them. Instead, we just retire behind the smoke screen of social habit, and seek out others of our ilk, and each one says to the others, over and over again, "standards must be upheld," and "it is our province to train leaders," and "pupils who cannot do *the work* have no business in high school."

And if any one comes into our midst who tries to draw aside the curtain and show us the movements in society and explain the significance of the social forces, we answer him by whispering to each other "Rot!" "Nonsense!" "He's a radical!" So, having settled this incidental matter—we proceed to discuss how to control tardiness, what

to do about the athletic leagues, how to protect the college-entrance certifying privilege.

There is a day of reckoning coming. And in that day it will be fortunate that we can point out the Washington Irving, Julia Richman, Manhattan Trade, and the other New York City high schools which are accepting the challenge. And the South Philadelphia High School for Girls, the Arsenal Technical High School of Indianapolis, and the Manual Training High School of Los Angeles, and the rest of the noble company of schools and their faculties which are living in 1929 in the light of conditions of 1929 and of 1935. For in that day, it may be that the existence of a few righteous souls among us may protect Sodom from destruction. It may indicate that there is some health in us.

P. W. L. C.



## HOW THE MONTCLAIR SENIOR HIGH SCHOOL PROVIDES FOR JUNIOR-HIGH-SCHOOL GRADUATES WITH IRREGULAR PREPARATION

HAROLD A. FERGUSON

EDITOR'S NOTE: *Mr. Ferguson is the liberal principal of the Senior High School of Montclair, New Jersey. He recognizes that adaptation must be made in school organization, administration, and teaching to meet special needs of pupils. He believes that progress is being made in Montclair and his article is likely to convince our readers that we need not despair of solving the more pressing problems of articulation.* F. E. L.

Pupils who go from the four junior high schools in Montclair to the Senior High School with what may be called "irregular preparation" may be classified as follows:

- (1) Pupils who are promoted with less than the normal number of points. The normal load is four units of work (four full-credited subjects), together with health education, which is credited with one point.
- (2) Pupils who are promoted with less than the minimum number of points, which is fifteen. These are special cases and are usually accepted by the Senior High School upon the recommendation of the junior-high-school principal.
- (3) Pupils who apparently are regular but who have been poorly or inadequately prepared in some subject or subjects. Examples of these cases are not uncommon. Poor teaching, sometimes caused by the illness of the regular teacher, may very well create a difficult situation for the pupil.

In order for a senior high school to provide properly for such types, a

functioning program of educational guidance is necessary. Guidance is commonly regarded as one of the chief responsibilities of the junior high school. This is as it should be. However, when the realization of the pupils' objectives is removed by several years from the completion of the ninth year, or, as is very often the case, when pupils are unable to decide upon an objective, the senior high school must accept a very great share of the responsibility for guidance. Caring for pupils with "irregular preparation" is an evidence that the guidance program is functioning.

Such a reference to guidance is an important consideration in itself but it assumes greater importance because of the implication that the secondary schools should regard the cases of pupils with "irregular preparation" as challenges. Such an attitude on the part of the school would show itself in the adaptations which are made to fit the needs of the pupils. It is possible where pupils will not fit into the regular grooves to fashion special grooves for individual cases. The possibilities offered to schools attempting to do adjustment work are only limited by types of work which may be offered in the

program of studies and in the activity programs.

Let us then consider the provisions which are made for special cases in the Montclair Senior High School, a school of one thousand pupils.

(1) The fact that pupils are promoted with less than the normal number of points is an admission that there is elasticity in the attempt to articulate the work of the junior and senior high schools. Such an attitude must never result in a feeling on the part of the junior-high-school principals that they have no responsibilities or objectives to meet in the field of subject preparation. The objectives of junior high schools must never become entirely subjective. On the other hand, formalism should be guarded against and attainment in subject fields at this point in school should be subordinated to a concern about the pupil himself.

For pupils who need one subject of junior-high-school grade, classes are maintained in ninth-year algebra, Latin, French, and typewriting. If enough pupils should need ninth-year English, such a class could also be formed. In fact, any class may be formed for which there is a need. Thus, when pupils need ninth-grade work, provision is made wherever possible in order that they may carry all of their work in the senior high school. This is a very important consideration. The boy or the girl who enters a senior high school should not be required to go to a junior high school for some subject or subjects; or still worse, if a pupil is not promoted because of this condition, he is seriously handicapped at an important stage in his school career because his

irregularity is emphasized. Of course, at times conditions do not warrant the formation of ninth-year classes in a senior high school because of insufficient numbers. A comparatively small number of pupils may, therefore, find it necessary to attend a junior-high-school class. Fortunately, in Montclair, a junior high school which is located directly across the street offers ninth-grade work to those who need it and for whom classes cannot be formed in the senior high school.

A further consideration in dealing with these pupils would influence the senior high school against requiring the repetition of work because it was failed. Even though pupils may have failed in algebra or foreign language, for example, they may discontinue the work if the advisers deem such action to be wise. Other types of work are substituted, the aim being to furnish worth-while experiences and to bring success within the pupils' range. Where college preparation must be considered, such a policy, of course, must be handled judiciously.

Still other means of handling these pupils are furnished by special ability groupings which are based largely on previous achievement and conferences between junior- and senior-high-school teachers. These classes are placed in the schedule in order that pupils who have been wrongly placed may be transferred easily, preferably during the first third of the year. It has been found that different gradations of the same subject may become suited to pupils' needs and abilities. Instead, therefore, of College Entrance Board Preparatory Algebra, another type of algebra,

differing from the first type quantitatively, or even general mathematics, may fit the particular pupil. Such a policy followed in general throughout the school has reduced the general school failure from 9 or 10 per cent to 3 or 4 per cent.

(2) Pupils who may be over-age, or who may have repeated the ninth year (many times being allowed to carry a different type of work during the repeated year), rather than to be forced to repeat the same work, are accepted by the senior high school whenever it seems that the pupil will profit from the experience. The erroneous idea exists in some places that all pupils should move on to the senior high school. There are some pupils, relatively few in number, for whom the experience will prove a waste of time. Occasionally this may well be regarded as a criticism of the lack of school facilities for dealing with problem cases in a particular community. The senior high school, however, must indicate a willingness to share the burden of handling problem cases.

"Profiting from a senior-high-school experience" may be ambiguous. Where only academic curricula and standards are the practice, it should be admitted that there is inadequate provision for this type of pupil. Unfortunately, these pupils are blamed when it is the fault of the school system. For pupils in this group there must be an opportunity for varied choices. The Montclair High School finds that it cannot deal effectively with all its cases even though there is offered such work as metal and wood work, home mechanics, printing, advertising, and art courses with full

credit, provision being made for outside preparation just as is done with academic subjects. In addition, typewriting, bookkeeping, clothing, home management, music, general mathematics, applied clerical and secretarial work, special English classes, mechanical drawing, health education, and social science, as well as a broad activity program, are also offered to many pupils who either are unable to carry, or who do not wish, strictly academic types of work.

The fact that certain pupils may be unable to carry the work outlined by a specialized curriculum such as preparatory or commercial, does not work to the disadvantage of the pupil. The general curriculum, in which only English, American history, and health education are required, furnishes the greatest possibilities for adaptation. The absence of major and minor subject requirements is offset by guidance and adjustment work, which may go to the extreme of organizing a special curriculum to fit an unusual case. It is not unusual to find, in dealing with such cases, that teachers of academic work too often regard work in fine arts, music, shop, domestic arts, and mechanical drawing as being below the standards of achievement required in academic work. Many times, of course, it is just such types of work which are used as a part of the work outlined for special cases. Achievement along these lines may be just as valuable to the pupil as the academic work taken by other pupils, if the teaching is well done. Supervision must aim to ensure valuable experiences in the shop just as it is attempting at the present time



in every school to bring about valuable experiences in Latin and mathematics. If pupils develop real interests, and have worth-while experiences, it is of small concern whether they select sewing or foreign language, provided the ever present college-entrance requirement does not becloud the issue.

An interesting experiment has been conducted in English for pupils who are promoted from the junior high schools who have pronounced language weaknesses. These show themselves in the English classes. Such pupils are placed in special English classes which are designated as tenth-year classes, but which, in reality, cover little more than the "high spots" of the English work required up to the end of the ninth year. Segregation of these pupils enables teachers to spend more time on fundamentals and allows greater opportunity for oral and written expression of a type suited to their backgrounds and ability. At the end of the tenth year they are placed in special classes in eleventh-year English where the same type of work is continued, and the attempt is made to cover the minimum essentials of the tenth year. The pupils, at the end of the eleventh year, are then allowed to take the regular eleventh-year English and, in exceptional cases, twelfth-year English as well, in order that graduation may not be postponed a year. The point is that these pupils have not been failed and, in the great majority of cases, they have measured up to the standards of achievement which would not have been possible had they been placed in the regular tenth-year classes when they entered the Senior High

School. Many would have failed, become discouraged, and either would have dropped out of school, or they would have become problems involving difficulties in general. The question of credit for this type of work has been decided in a unique manner, three points being allowed for the special tenth-year English, three points for the special eleventh-year English, and then, five points for the regular eleventh and five points for the regular twelfth-year English work. Thus, these special cases receive sixteen points for four years of English work, which is the equivalent of the three years of English taken by pupils who receive fifteen points for the regular English work of the tenth, eleventh, and twelfth years.

(3) Pupils who enter the Senior High School and who find themselves at a disadvantage because of poor teaching or faulty guidance in the junior high school are regarded as particular responsibilities of the Senior High School. Pupils may be unable to carry the work of the senior high school because of poor teaching, due either to the illness or failure of the regular teacher. The work of the tenth-year classes in subjects in which pupils have been poorly prepared is adjusted to a point that makes it possible for them to go forward with assurance. If it is possible, the tenth-year-class teacher attempts to make up for some of the ground lost. At this point, however, the welfare of the pupil is of primary consideration, even at the expense of what is regarded as a normal rate of progress along subject lines. Where such pupils need to take College Entrance Board Examinations, they are advised to take the

Comprehensive or New Plan Examinations, because, by the senior year, either the deficiency has been made up, or the pupil plans not to take examinations in the doubtful subject. As a matter of fact, the New Plan Examinations are advised generally, the Old Plan being regarded as an "installment plan" and educationally unsound. Except for a comparatively small number of pupils who need to meet such specific college entrance requirements as College Entrance Board Examinations, considerable latitude is allowed any school to make such allowances for pupils. In order to do this adjustment work successfully, it is necessary, wherever possible, to form special groups in which the teacher can deal with pupils and subject in the light of special needs and previous preparation.

Where pupils have been poorly advised, or where there has been an absence of guidance work, the Senior High School regards the cases as the products of some school and, therefore, the responsibility of the particular school unit in which the pupils are enrolled. To explain such cases with such reasons as "poorly prepared," "lacking in the fundamentals," "chose the wrong course," etc., does not help the pupil unless the school also applies remedial treatment, assuming that the proper diagnosis has been made. In other words, pupils should not shoulder the burden or the responsibility, in the form of failure or maladjustment, when the school, or some school, has failed to function properly.

In conclusion, it may be said that special grouping of pupils is a general consideration which will apply to the

three typical cases of "irregular preparation" already mentioned. This grouping in various types of classes in the different subjects has a distinct place in any senior high school which attempts to handle the problem of "irregular preparation." In order to organize a grouping plan, it will be necessary for the school procedures, as well as the school program, to be elastic enough to make possible corrections due to errors in placement. Whether the basis for placement in such groups is scholastic aptitude test scores, subject achievement tests, or teachers' marks and previous records, if corrections in placement cannot be made, it is possible for pupils to be harmed more than if they are placed heterogeneously, allowing teachers to make adjustments within classes. The following class-grouping plan is followed in Montclair, and, although it is not perfect, it may be suggestive:

- (1) Curricula
  - (a) Preparatory
  - (b) Commercial
  - (c) General
- (2) Class Groups
  - (a) English
    - (1)-10<sup>1</sup> Pupils whose previous English record is good
    - (2)-10<sup>2</sup> Pupils who have had difficulty with formal English grammar, composition, spelling
    - (3)-10<sup>3</sup> Pupils who have very pronounced difficulty with the subject—usually the poorest twenty-five or fifty out of 450
  - (b) Algebra
    - (1)-10<sup>1</sup> Pupils who need and who are advised to plan to take College Entrance Board Examinations
    - (2)-10<sup>2</sup> Pupils who may wish to attend college or who wish a second year of the subject who

are not preparing for College Board Examinations

- (3) General Mathematics
- (c) French
  - (1)-10<sup>1</sup> Pupils who begin the subject in the eighth grade whose records are good
  - (2)-10<sup>2</sup> Pupils who begin the subject in the eighth grade whose records are fair
  - (3)-B<sup>1</sup> Pupils who begin the subject in the ninth grade whose records are good
  - (4)-B<sup>2</sup> Pupils who begin the subject in the ninth grade whose records are fair
- (d) Latin
  - (1)-10<sup>1</sup> Pupils with good previous records of achievement
  - (2)-10<sup>2</sup> Pupils with fair previous records of achievement
- (e) Biology
  - (1)-10<sup>1</sup> College Entrance Board Preparation
  - (2)-10<sup>2</sup> College preparation
  - (3)-10<sup>3</sup> Those pupils not planning to go to college

Intelligence-test scores are used to a limited extent, together with the records of previous achievement and the pupils' objectives. The Columbia University CAVD test is used at the end of

the ninth year—but it is used only as one element among several in the consideration given each pupil's case. In cases where the record is of the borderline type, many factors are needed in the consideration of the proper placement, and the test score, which really is a test of scholastic aptitude and language ability, thus proves helpful. It should be emphasized again that the plan of grouping, of course, presupposes wise as well as a large amount of educational guidance.

To conclude, it may be said in general that the tenth year in the senior high school is regarded as a vital point in the pupil's career. Exploration, guidance, and adjustment do not end with the ninth year. If pupils are to experience success, a school must go far, even to the point of attempting to adjust teacher and pupil personalities. "Irregular preparation" is a challenge to the school and many senior high schools today are accepting the challenge.



## WHAT PRICE ARTICULATION?

ROSS O. RUNNELS

*EDITOR'S NOTE: Ross O. Runnels, who has just completed his work for the degree of doctor of philosophy at New York University, holds a triple job in the school system of South Orange and Maplewood, New Jersey. He is principal of the Ricalton Junior High School, Director of Tests and Measurements, and Specialist in Child Welfare. Dr. Runnels's junior high school is more than a brick and mortar affair; it is more than an institution for subject mastery. It is an environment in which boys and girls and teachers grow together and through which the aspirations of the whole community find expression.*

P. W. L. C.

American education and American business have one strong point in common—the volume of activity in a given field depends largely on the kind, quality, and amount of advertising that is used. Whether it is a commodity or an idea which is to be sold, the success of the procedure is largely determined by the advertising label or slogan which is used. "Prince Albert," "Uneda," and "Ivory" find their parallels in "Guidance," "Individual Differences," and "Creative what-you-will." All of these labels have served their purpose in popularizing articles or ideas of recognized worth.

To one who is interested in the advertising of ideas, it is quite evident that we are entering the beginning of a period when "articulation" is to receive especial attention. The campaign was effectively launched when the National Education Association organized the Commission on the Articulation of the Units of American Education. Emphasis on articulation is needed but it should be borne in mind that proper articulation is incidental; it is a natural by-product of good educational procedures. Articulation in and of itself is not necessarily good. The articulation of a significant and vital educational

unit with one which is traditional and entrenched frequently discourages the new without greatly stimulating the old.

The commission mentioned above is unfortunately named. If its work had been designated as "evaluation and articulation," attention would have been called to the fact that evaluation, and sometimes reorganization, should precede articulation. The emphasis on articulation alone is almost certain to give to that idea an undue importance.

Quite frequently a lack of articulation is an indication that we are attempting to join things which cannot or should not be joined. Teachers and pupils may find a gap between a particular junior high school and the senior high school which follows it. If this break is superficial, that is, if it is due to some minor defect in the organization of subject matter or to some other similar reason, changes can be made and successful articulation be accomplished. If, on the other hand, the difficulty is due to the fact that one of the schools is primarily interested in the recognized needs of its pupils while the other is insisting on the mastery of traditional subject matter, the first school must fight against articulation and insist on a reorganization of the

work done in the more traditional school. A dinner jacket and a pair of overalls cannot properly be articulated. If one is going to saw wood he should remove the dinner jacket and put on a jumper. By the same token, if schools are maintained by society in order that the present and assured future needs of children may be met, the kind of school which does not serve this purpose must make way for one which will. Often the change needed will be greater than from dinner jacket to jumper but it must be made. To attempt to articulate the two schools would be as futile as trying to solve the sartorial difficulty presented by the dinner jacket and overalls by using a different belt. There is danger that we will fix our attention on the belt line or junction point and forget that a true and adequate articulation depends on community of function.

The most insistent and effective demands for articulation have always come from the school which receives the pupil, not from the school which sends him on. To accomplish this articulation, the lower school has usually adapted its curriculum and educational practices to the curriculum and educational practices of the school next above it. It is thus that the college has been able in large measure to dominate the senior high school and, similarly, the senior high school tends to shape the policies and procedures of the junior high school. The vicious effects of this form of articulation are due to the fact that it is based on the needs of established institutions rather than on the present and assured future needs of individuals.

Articulation based on the needs, or supposed needs, of institutions has crowded more children out of school than any other single factor. The boy who leaves school voices his ineffectual protest when he says, "I'm not interested in school." This is perhaps the most damning arraignment that can be brought against any school, for schools are maintained to serve the boy and not some higher institution. Our motto has not been "Youth must be served," but "We must prepare for college." Unfortunately, those who drop out are largely voiceless. When they leave the school they usually cease to be the school's problem. There is more weeping over one girl who fails of entrance to college than over ninety-and-nine who quit and go to work.

Society pays every time a child drops out of school. It also usually pays if he stays in school and submits to that which is prescribed for him by higher institutions. School life is selective and those who survive its rigors are the brightest. At least they are those whom the school considers brightest. One has only to live in a school to become conscious of the rebellious attitudes of these bright pupils who are being put through the cramming process. A bright child who is compelled to do a thing which to him is stupid, has only three alternatives; he may rebel, he may acquire a temporary and cultivated docility or he may, with the assistance of his teacher, resort to rationalizing by which he tries to prove that the thing he is compelled to study is worth studying. All of these reactions work injury to the child but they are being forced upon the majority of

pupils who are studying Latin or algebra as so-called college preparatory subjects. This appalling waste of time and energy must be charged up against a too close articulation. The higher institution often becomes a veritable Shylock demanding its pound of flesh from nearest the heart—nearest the heart because the time and energy of bright children are very near to the springs of life itself. To make the situation even worse, this pound of flesh which is so priceless to the child and to society is so nearly worthless to the institution which demands it.

It is seriously to be questioned whether this generation is capable of freeing itself from the situation which exists. Those who should lead, namely, the teachers and administrators, have suffered no less than the children in the school. The unthinking acceptance of prescribed and foreordained subject matter has stultified the creative thought which alone could find the way out. If one doubts the truth of this statement let him ask ten educators, that is, teachers or administrators, what is of genuine worth in American education, and observe how many reply with a trite formula or with a shrug and the statement, "I'm sure I don't know." If he is still not convinced, let him give ten teachers a period a day to be spent with their respective classes, attaching no restrictions except that they teach the things which they believe to be of greatest value to the children. At the end of a semester if he will take stock of the evidences of courageous and creative thinking some high spots will be found but in the main the results will be cut and dried

and commonplace. This prediction is based on the results found by principals who have introduced an unsupervised home-room period into their schools. Creative thought requires encouragement and exercise if it is to grow. It is so diametrically opposed to much of our perscribed subject matter that far from growing it barely manages to exist. He who, finding it easy or expedient, lets another do his thinking must expect to pay a staggering price.

Only a fool or a weakling would be bound when he might be free. American secondary education is very largely held in the grip of college entrance requirements which are set up as a means of articulation. These requirements bind and limit the activities of the school. They bind and limit most of the children who should spend the last four years of their public-school life in securing a significant and useful education. A way out is recognized as one of the greatest needs of American education. No *ex cathedra* solution is here offered but some phases of a solution seem obvious. The first of these is that a *laissez faire* attitude will never change the condition which exists. Strong convictions, clear thinking, and courageous action are needed. Surely any educator who sees and understands what is happening must at times see red. Change will never come without an educational battle. Too many vested interests in strangely entrenched positions will fight to resist any change. An intelligently militant attitude is a necessity.

Every spark of freedom, every evidence of a will to serve children rather than institutions must be encouraged,



for freedom is contagious. High spots in real educational achievements are not confined to any one educational unit; they are found in the junior high school, the senior high school, and in colleges and universities. Wherever they are found they should be fostered and supported by all educators. The junior high school is, because of its youth and strategic position, more free to solve the educational problems which confront it than are the older and more traditional institutions. Since the senior high school feels most keenly the cramp of enforced articulation, it should be especially zealous in guarding the freedom found in the junior high school. It is only the short-sighted senior-high-school principal who attempts to solve his problems by shoving as much as possible of college entrance preparation into the junior school. Free junior high

schools are the best guarantee that senior high schools will in time become free.

The problem which we now face arises because we have focused our attention on subject matter and the needs of institutions, and have seen children as through a glass darkly. In effect we have said, "Here is an education which you ought to like. Take it or leave it." Some have taken it but many have left it. They tried it on and it did not fit. The best way to accomplish a desirable articulation is to stop thinking so much about it and concern ourselves with the education of a continuously growing child. If we direct our efforts to serving his needs adequately, he will pass easily and without interruption from each stage of his education to the next, and that is the only significant articulation.

## THE LATER SUCCESS OF ACCELERATED PUPILS

C. H. SACKETT

EDITOR'S NOTE: *Mr. Sackett is at present principal of the Emerson Elementary School of St. Louis. He has played a significant part in the development of one of the prominent junior high schools of the country. As vice principal of Blewett Intermediate School in St. Louis, he had ample opportunity to observe the results of acceleration of pupils in junior high school. I asked him to "give us the facts" at the first Mid-West Junior-High-School Conference held at Washington University in 1928. The following article is a later revision of the paper he read at the conference.*

F. E. L.

The author of this article is convinced of the desirability of accelerating pupils that have been properly selected, and it is his purpose to present some further facts in support of this conviction.

There has been considerable hesitation on the part of educators to admit that acceleration should take place; they have all practiced it, but in theory they have clung to the notion that it might be better to hold pupils to full time and, as an apology for this injustice, to "enrich" their course of study, whatever that may mean. Forty-one years ago President Eliot at the meeting of the Department of Superintendence called attention to the fact that secondary education should be begun earlier, but we have held tenaciously to the belief that the American youth should graduate from high school at eighteen, instead of at sixteen, as many might profitably do. We still cling to "lock-step" education, though we are infuriated when so charged.

Twenty years ago the junior-high-school movement began in an effort to dispense with some of our lost motion, and, strangely enough, while our

courses of study have been readjusted, this original purpose of shortening the period of education has been largely forgotten. We need to retrace some of our steps.

One is surprised at the dearth of objective material about acceleration. There is little literature on the subject; occasional writers have reported the records made in high school of under-age pupils, and these records have been uniformly good. Since the junior high schools have forgotten one of the things they started out to do, it is not strange that the desired objective material is lacking.

The writer<sup>1</sup> three years ago reported a study made at the Blewett Intermediate School, St. Louis, where acceleration has been practised since the organization of the school twelve years ago. He compared the academic achievement in the senior high school of the district, Soldan High School, of two groups of superior intelligence, one of which had completed grades seven to nine inclusive at Blewett in two years, while the other transferred to Blewett at the beginning of the ninth grade, had remained one year without acceleration.

<sup>1</sup>*Public School Messenger*, St. Louis Board of Education, 24: 27-34. November, 1926.

From Table I it will be noticed that the accelerated group was eight months younger and seven I.Q. points lower than the nonaccelerated group. The achievement of the two groups was measured by comparing the averages of the per cent semester grades obtained in all of their subjects taken in grades 9-12. Further, in order to study their

adjustment in senior high school, the average per cent grade of each graduate was obtained for each of the first three semesters. The achievement of the two groups is now in favor of one, now of the other group. These differences are without significance. The accelerated group maintained an equivalent record in senior high school.

TABLE I  
COMPARISON OF TWO SUPERIOR GROUPS

Item	Accelerated	Nonaccelerated
Pupils entering senior high school, January, 1923.....	27	34
Median I.Q.....	125	132
Median age at entrance of senior high school.....	13 yrs. 6 mos.	14 yrs. 2 mos.
Graduates of senior high school, January, 1926.....	10	17
Average per cent grade of graduates for grades 9-12.....	82.2	82.7
Median average per cent grade for 9th grade.....	82.2	80.0
Median average per cent grade for 1st sem. of 10th grade...	80.2	80.4
Median average per cent grade for 2d sem. of 10th grade....	78.8	78.0
Median average per cent grade for 1st sem. of 11th grade...	81.0	80.6

At Blewett each semester one group of pupils entering the seventh grade is formed for uniform acceleration to the extent of completing three grades in two years. Originally this group was selected largely by I.Q. A feeling was apparent in the senior high school that some pupils thus selected were immature and social misfits. To meet this objection and as a result of the advantage of several years' experience beginning in January, 1923, the accelerated group was selected by a composite of criteria as described by Ryan,<sup>2</sup> and also by Ryan and Crecelius.<sup>3</sup> A diagnostic chart was made out for each pupil giving twelve facts about him: his achievement rank in elementary school, chronological age, mental age, intelligence quotient, reading-rate age, reading-com-

prehension age, arithmetic-fundamentals age, height age, weight age, dentition age, social age, and physical condition. These data were furnished by the teacher, principal, and physician of the elementary school. As a result of this composite diagnosis the pupil of high I.Q. did not necessarily drop into the two-year group, but frequently into the next lower group which is accelerated one semester in its entire junior-high-school career. Actually, the two-year group included pupils with an I.Q. ranging from 114 to 151, with an average I.Q. for the entire group of 135.2. The next lower group included pupils having I.Q.'s ranging from 104 to 138, and averaging 123.9. The two-year group, then, was made up of children superior not alone in native mental abil-

<sup>2</sup>H. H. Ryan, Grouping Pupils for Acceleration. *Elementary School Journal*, XXIV, 50-3. September, 1923.

<sup>3</sup>Ryan and Crecelius, *Ability Grouping in the Junior High School*. (Harcourt, Brace and Company, 1927.) Chap. 10.



ities, but also in physical, pedagogic, and social abilities. It completed the ninth grade in January, 1925, entered the senior high school immediately, and graduated in January, 1928.

Twenty-five pupils entered the senior high school; one withdrew after a few weeks, another moved out of the city in his second semester, 20 graduated on schedule time, one graduated one semester earlier, and two graduated at the close of the following semester.

It is the intent of the writer to use this accelerated group as a basis for two comparisons: (A) with the two-year group which graduated two years earlier, in order to test the validity of the new method of selection of the two-year group; and (B) with a group of corresponding mental ability and chronological age which entered the Soldan High School direct from the eighth grade of the elementary schools, in order to test the desirability of acceleration in the junior high school.

#### A. COMPARISON OF TWO TWO-YEAR GROUPS FOR THE PURPOSE OF TESTING TWO METHODS OF SELECTING THE ACCELERATED GROUP.

Three years after entering senior high school, 21 survived of the 27 who

were selected for acceleration by the old method; similarly, three years after entering, 23 remained of the 25 chosen by the new method. By consulting Table II, it will be seen that the I.Q. of the group chosen by the new method was 10 or 12 points higher, the chronological age about identical, and the mental age 9 to 11 months older. The more careful selection of the new-method group is evidenced by the fact that its range in both mental age and chronological age is only about one half that of the old-method group. The per cent grades of the two groups in the ninth grade seem to be about the same, but during succeeding semesters, and including the rank at graduation from senior high school, the record is superior for the group chosen by the new method. Because of the small sampling both averages and medians were computed. The chronological ages at entrance to tenth grade were computed 2 years 1 month older than the ages given for entrance to the seventh grade. These were the actual ages at time of examination which was given about one month earlier.

Table III compares the two groups at graduation. The number of the

TABLE II  
COMPARISON OF TWO TWO-YEAR GROUPS SELECTED BY DIFFERENT METHODS

Item	Old Method			New Method		
	Av.	Med.	Range	Av.	Med.	Range
IQ .....	125.4	125	34	135.2	137	37
CA—in years and months—entr. of 7th grade.....	11-6.5	11-5	3-7	11-3.7	11-5	1-8
MA—in years and months—entr. of 7th grade.....	14-6	14-2	6-10	15-3.1	15-1	3-8
CA—in years and months—entr. of 10th grade.....	13-7.5	13-6	3-7	13-4.7	13-6	1-8
Av. per cent grades, 9th grade.....	82.3	83.1	24.0	83.7	83.1	20.9
Av. per cent grades, 10th grade—1st semester.....	78.3	80.5	28.8	82.4	81.8	26.0
Av. per cent grades, 10th grade—2d semester.....	78.5	77.5	31.7	82.2	82.3	21.0
Av. per cent grades, 11th grade—1st semester.....	80.2	81.0	48.0	81.6	83.3	21.5
Av. per cent grades, grades 9-12.....	79.9	80.2	26.9	82.5	82.7	17.0
Rank at graduation.....	58.8	50.0	134	44.7	36.5	134

new-method group graduating was exceptional—actually 21 of the 25 who entered the senior high school graduated from that school. The superior showing of this group in quartile rank is evident. It captured the first, third,

fifth, and eighth places of the entire graduating class of 181. The old-method group captured fourth and seventh places in its class of 177.

The conclusion to be drawn from the comparison of the two groups is ob-

TABLE III

DATA AT GRADUATION OF GROUPS OF TABLE II

Item	Old Method		New Method	
	No.	Per Cent	No.	Per Cent
Completed 3 years in Senior High School.....	21		23	
Graduated from Senior High School in 3 years..	10	47.6	21	91.3
Graduated in 1st quartile.....	5	50.0	12	57.1
Graduated in 2d quartile.....	3	30.0	6	28.6
Graduated in 3d quartile.....	1	10.0	3	14.3
Graduated in 4th quartile.....	1	10.0	0	00.0
Graduates elected to Nat. Hon. Soc.....	4	40.0	8	38.1

vious. It pays to take other factors than I.Q. into consideration in forming groups to be accelerated.

**B. COMPARISON OF A GROUP ACCELERATED IN JUNIOR HIGH SCHOOL WITH A NONACCELERATED GROUP OF SIMILAR MENTAL ABILITY AND CHRONOLOGICAL AGE IN HIGH SCHOOL TO DETERMINE THE ADVISABILITY OF ACCELERATION IN JUNIOR HIGH SCHOOL.**

It was the purpose of the writer to compare the two-year group selected by the new method, pupil for pupil, with a group that had entered high school from the eighth grade of the elementary school and had completed the ninth grade in high school. It was hoped that out of 104 classmates who graduated from the Soldan High School in January, 1928, without passing through a junior high school it would be possible to form a control group of non-accelerated pupils by matching each of

the pupils accelerated in junior high school with one of these in both I.Q. and chronological age. Unfortunately, few I.Q.'s were on record for pupils who had entered high school from the elementary schools. The age of the oldest pupil in the two-year group at entrance to the senior high school was 14 years, 2 months, and the lowest I.Q. was 114. It was possible to find from the group that entered high school direct from the elementary school 14 graduates with I.Q.'s ranging from 116 to 141, with mean 130 and median 137, whose chronological age at entrance to the tenth grade was not more than 14 years, 2 months. This compares with an I.Q. mean of 135.2 and median of 137 for the two-year group. This is not so close as it would be desirable to have it, but probably it invalidates results only slightly.

These two groups are compared in Table IV.

TABLE IV

COMPARISON OF ACCELERATED WITH NONACCELERATED GROUP

Item	Accelerated			Nonaccelerated		
	Av.	Med.	Range	Av.	Med.	Range
IQ .....	135.2	137	37	130	129.5	37
CA—in years, months—entr. of 7th grade..	11-3.7	11-5	1-8			
CA—in years, months—entr. of 9th grade..				12-5.6	12-9	2-11
MA—in years, months—entr. of 7th grade..	15-3.1	15-1	3-8			
MA—in years, months—entr. of 9th grade..				16-2.5	16-4.5	7-5
CA—in years, months—entr. of 10th grade..	13-4.7	13-6	1-8	13-6.6	13-10	2-11
MA—in years, months—entr. of 10th grade..	17-4.1	17-2	3-8	17-3.5	17-5.5	7-5
Average per cent grades, 9th grade.....	83.7	83.1	20.9	81.9	82.2	21.3
Av. per cent grades, 10th grade—1st semester	82.4	81.8	26.0	80.1	79.4	22.2
Av. per cent grades, 10th grade—2d semester	82.2	82.3	21.0	81.0	76.9	20.2
Av. per cent grades, 11th grade—1st semester	81.6	83.3	21.5	80.1	79.9	26.0
Av. per cent grades, grades 9-12.....	82.5	82.7	17.0	81.6	79.7	18.5
Rank at graduation.....	44.7	36.5	134	63.7	70.0	153

The chronological and mental ages of the accelerated group are given for time tested, which actually was about one month before entrance to the seventh grade. Two years, 1 month were added to the seventh grade to obtain the age of entrance to the tenth grade. Similarly, the mental age at entrance of tenth grade was assumed to be 2 years, 1 month older than the obtained mental age at time of testing. For the

nonaccelerated group the chronological and mental ages at entrance of tenth grade were computed to be 1 year, 1 month older than when tested at entrance to the ninth grade.

The accelerated group seems to be from two to four months younger, of about the same mental age, but ranging in both chronological and mental ages only about 50 per cent of the range for the nonaccelerated group.

TABLE V

DATA AT GRADUATION OF GROUPS OF TABLE IV

Item	Old Method		New Method	
	No.	Per Cent	No.	Per Cent
Completed 3 years in Senior High School.....	23		14	
Graduated from Senior High School in 3 years..	21	91.3	14	100
Graduated in 1st quartile.....	12	57.1	5	35.7
Graduated in 2d quartile.....	6	28.6	5	35.7
Graduated in 3d quartile.....	3	14.3	3	21.5
Graduated in 4th quartile.....	0	0	1	7.1
Graduates elected to Nat. Hon. Soc.....	8	38.1	5	35.7

It will be remembered that 14 graduates were selected for the nonaccelerated group, hence in Table V the number graduating from senior high school must necessarily be 100 per cent. Comparing the records of the two groups

it will be seen that with the possible exception of mental age the accelerated group makes the superior showing. It must be remembered that the pupils of the nonaccelerated group have themselves been accelerated. Somewhere



along the line they have made up time so that at entrance to the tenth grade they are only slightly older than the group that was accelerated uniformly for the two preceding years.

If objection is made that it is unfair to use only 14 cases in the nonaccelerated group because the results might have been different had more I.Q.'s been available, 15 additional graduates were found whose age was 14 years, 2 months or less, but whose I.Q. is unknown. Fourteen years, 2 months was the age of the oldest pupil in the two-year group. However, the rank at graduation of these 15 is known and if their rank is averaged with that of the 14 selected it lowers the average rank of the latter from 63.7 to 65, and increases the average age at entrance to tenth grade from 13 years, 6.6 months to 13 years, 7.5 months. Hence, the 14 selected seem to be a fair sampling.

#### CONCLUSION

This article has reported a study of acceleration in two-year groups only. It has taken achievement in senior high school as a criterion of the success or failure of accelerated pupils. It is quite possible that this is unfair to the junior

high school. A multitude of reasons for success or failure in senior high school may have arisen, for which the junior high school is in no way responsible. If the pupil is benefited in *junior high school* by acceleration, that is sufficient justification for it, but we are prone to set up future academic success as the only criterion. The pupils here studied meet that test. If other studies were to be made it is likely that some degree of acceleration would be found desirable for groups of lower I.Q.

Your attention is called to the fact that these pupils are graduating at the age of approximately sixteen and a half years, or a year earlier than the present average age for high-school graduation in the United States.

If pupils are carefully selected so that they are in advance of their age not only mentally, but physically and socially also, why hold them back? This article has purposed to contribute some facts about the results of acceleration. It must be supplemented by further studies so as to obtain the results of a larger sampling. However, the facts thus far obtained are in support of acceleration. The more refined our methods for grouping become, the more significant will the results be.

## THE COLLEGE-ENTRANCE BUGABOO

HERBERT W. SMITH

*EDITOR'S NOTE: Herbert W. Smith is principal of what may well turn out to be the outstanding experimental secondary school in the country, the Fieldston School, conducted under the auspices of the Ethical Culture Society of New York City. In this school are included a junior school, a senior school, and a junior college which reflect the outstanding, almost prophetic, insight of Felix Adler, Vergil T. Thayer, and Mr. Smith. We hope in one of the early forthcoming numbers of the magazine to have an article which will explain the scope and purpose of this institution. As Mr. Smith was formerly an instructor in English at Harvard, he is personally acquainted with many of the vital problems of articulation.*

P. W. L. C.

Much nonsense has been written and believed concerning admission to college, preparation for admission, and the effect of this preparation on schools. It is the purpose of this article to correct some of these misapprehensions and to define more clearly the problem; for when all errors have been rectified and all misunderstandings cleared away, preparation for admission to college still remains a problem.

Preparing the candidate to obtain admission, however, not preparation for college is the problem discussed. Meeting the requirements of the admission committee is one matter, preparing for a successful career in college quite another.

Among secondary-school teachers college entrance requirements have grown into a kind of bugaboo—to be vilified and defied in the daytime and in public; to be feared and placated in secret. Educational respectability may be said to vary inversely with knowledge of college entrance requirements and how to meet them. Most expert is the professional tutor; and he is the pariah of the educational world. The great classical private schools, which make preparation for college their bus-

iness, cannot be treated with open contempt; but they are not said to be "progressive" and at best their theory and practice are passed by in kindly silence by the professors of education. The better "progressive" schools are complacent enough about the number of their graduates who obtain admission to college, but this result is often made to seem a happy inadvertence—the school course is professedly shaped for other and more worthy ends. The public school rails openly. In the world of secondary education preparation for admission to college is anathema.

Secondary educators make one use of these college admission requirements, however; they shelter behind their requirement subjects and practices which are under attack. It was the schools which objected most violently when the college began to relax the prescription of Latin. "If you do not prescribe it, our pupils will not elect it," was the cry. Certainly to the harassed school administrator an easy formula to quiet criticism is welcome. "You do not wish your son to study a subject he finds so hard as Latin or algebra? Very well, he may drop it; but, of course, if he

drops it he gives up all hope of going to college."

From such conversations and from the remarks of school teachers on the "dead hand" of the college there has grown up a popular conception of what one must do to obtain admission. One must give up the first dozen years of one's school life to reading, writing, and arithmetic, languages dead and modern, mathematics, and English. Possibly a stray course in history or science may be tucked in; but art, music, dramatics, manual training—to these one gives time and energy at one's peril. Athletics, to be sure, are so valuable socially that one must give some time to them; but even athletic success will have no bearing on admission to college—unless, indeed, "an athletic scholarship" is the reward. And that is regarded as immoral—a departure from rules laid down and understood and not honorably to be modified.

If you are to believe what you hear when teachers are gathered together—at any N.E.A. meeting, for example, or in schools of education—you will judge the admission requirements guilty of an offense still graver. Not only must all one's college preparation be given to a few narrowly prescribed academic subjects, but these subjects must be mutilated. They cannot be presented in full and for their educational worth, but only in those phases prescribed for the examination. Again and again West says to East, "Of course you cannot teach poetry or modern drama or economics—you must prepare for the deadly College Entrance Examination Board test; but we —!"

Teachers not only place both too much and too little emphasis on the requirements for admission to college. They also often distort the relative advantages of the different methods of obtaining admission. These methods are three: certification, the Old Plan, the New Plan.

A candidate submitted to college by certificate takes an examination; his fitness is vouched for by the secondary school; the school's fitness is vouched for either by the regional association of schools and colleges or by the admission committee of the college itself. Each school course completed with a certificate grade is deposited as a unit towards the prescribed fifteen.

A candidate entering under the Old Plan is also able to accumulate his fifteen units by slow accretion; but each unit is tested by examination as it is completed—one, two, and sometimes three or four years before matriculation.

Under the New Plan the school record is given some consideration, and the quality of the candidate's work at the end of his school course is tested by a full, comprehensive examination. Many schools believe that of these plans certification is the freest and educationally the most sound, since by it examinations and their attendant evils are quite eliminated. The Old Plan too has found favor because the emotional strain of the examination, the importance attached to it is minimized. Failure in examinations taken a year or two before matriculation is not final. Courses may be repeated, curricula rearranged, and the candidate still not barred from the college of his choice. Use of the



New Plan has for the most part been confined to comparatively few schools and to students of the greatest academic proficiency.

There is one further article of belief generally held—it concerns not the studies prescribed for admission, but the examinations themselves. The College Entrance Examination Board is believed to be aloof, inscrutable, arbitrary, despotic. It often seems to the teacher that excellent candidates, excellently prepared, are examined by the Board and declared incompetent. When that happens, though the teacher knows better, the college accepts the word of the Board. However unreasonable the judgment, however defective the examination, the verdict is final; and the measure is one which will be applied year after year. If one talks with many teachers, one comes to believe that the general opinion of college admission is not far from this: if preparation for college admission is taken seriously it makes of primary and secondary education one long drill for the performance of fixed academic stunts, narrowly selected, arbitrarily tested, and ruthlessly insisted on.

Do the facts about college admission justify this belief? How heavy does their dead hand lie on secondary schools, how unreasonable are the requirements, and how may they best be met?

In the first place, the elementary school is entirely free; so if elementary teachers believe that they must cover certain topics in order to prepare for college, they are quite wrong. No college asks for records covering more than four years preceding matricula-

tion; no prescription implied or stated extends to these earlier years. Nor does the secondary school make any special demand on elementary-school graduates who are to prepare for college. Secondary schools year after year accept students with no further equipment than a very moderate ability to read and write simple English, and a moderate proficiency in the elementary processes of arithmetic.

Second, the academic requirements for eligibility to the most exacting Eastern colleges still leave for the secondary curriculum a reasonable margin of free choice. Freed from the terrifying paraphernalia of units and percentages these requirements are suprisingly modest. In general they consist of three years of English, two or three years each of two foreign languages, two and a half or three years of algebra and geometry. The remaining three units—twenty per cent of the whole requirement—may be freely chosen from a large list of electives. Indeed, courses not listed in the catalog in its list of electives are usually approved by the admissions committee of the college to which the student is going. It is merely necessary for the high-school principal to file with the committee a description sufficiently detailed to show that the work is intellectually equivalent to the courses already listed.

For admission to these most exacting colleges, then, one needs a moderate proficiency in English, an elementary reading knowledge of at most two foreign languages, plane geometry, algebra through quadratics, often either a science or one field of history, and three other academic courses chosen

large  
subje  
sions  
not  
pect  
catio  
W  
scrip  
plana  
tem  
there  
unit'  
tion  
This  
four  
of th  
of th  
are  
Engl  
acad  
for  
negie  
word  
energ  
befor  
pract  
enfor  
posab  
ment  
fying  
high  
negie  
pract  
sion  
in th  
the v  
school  
requir  
view  
to ta  
thin.  
lous  
intell

largely according to one's taste but subject to the approval of the admissions committee of the college—surely not an unreasonable achievement to expect at the end of twelve years of education.

Why, then, the belief that these prescriptions are unreasonable? The explanation seems to lie in the unit system of crediting. Some years ago there appeared the so-called "Carnegie unit"—though the Carnegie Foundation violently disavows its namesake. This unit by definition consists in one fourth of a whole year's work. Three of these units, in the general practice of the Eastern examination colleges, are awarded for four years' work in English. In other words, the fifteen academic units universally prescribed for admission will—if they are Carnegie units in the strict sense of the word—completely occupy the time and energy of the student for four years before he matriculates. Of course, in practice this definition is never strictly enforced; but whenever there is a proposal to change wholesale the requirements for admission to college—modifying the units required to fit the junior high school, for example—the Carnegie unit is the yardstick invoked. On practically all record blanks for admission to college, the number of minutes in the period, the number of periods in the week, the number of weeks in the school year must all be stated. This requirement itself is wise enough in view of the general American tendency to take many courses and spread them thin. But there is just enough meticulous minute counting by an occasional intelligent admission officer to make

the schools believe that the way of safety lies in four academic courses, each taking its full quota of the student's time in every year.

Herein lies the weakness of admission by certificate. Obviously if the college is to excuse the candidate from examination, it must take particular care that a requisite number of hours have been spent in the classroom. Accordingly it is precisely those colleges which accept certificates which adhere most closely to the requirements of the Carnegie unit; and so what is gained in freedom from examination is lost in the inability to have a student spend most time where his needs and inclinations would dictate.

The privilege of certification, too, may lead to intolerable interference in the affairs of the school. Each accrediting body—the North Central Association or the Association of the Middle States and Maryland—must necessarily have its accrediting committee. This committee has the power of life and death over schools which must remain on the list. While it cannot prescribe what teachers may be engaged or dismissed, what funds shall be spent in library or laboratory, the committee may withdraw the privilege of certification from schools that do not follow its recommendations. This is no mere theory. One such committee recommended the dismissal of a certain teacher who had not taken the courses in education prescribed for the faculty in credited schools. For retaining this teacher the school was dropped from the accredited list. A year later this teacher—so unqualified educationally that his presence on the faculty of a

preparatory school would invalidate that school's right of certification—was invited to join the faculty of one of the strongest universities in the association whose committee had dropped the school for retaining him!

Not only does certification as the method of admission to college endanger the independence of the school, but it also shares with the old plan a tendency to break education into disconnected fragments. As soon as the year's work in one subject is completed with a mark that will guarantee certification or as soon as the Old Plan of the College Entrance Board Examination is passed, the content of the course may be—and often is—forgotten, and so both by the Old Plan and by the process of certification a student may in four years—as President Lowell puts it—have forgotten enough to be admitted to college. Then, too, if admission to college is his chief concern, he will choose these disconnected units where they can most certainly be credited; and a year in ancient history followed by a half year of freehand drawing and half a year of solid geometry may, with a year of biology and a year of counterpoint, make up the elective portion of a student's preparation for college. In that way the secondary course is robbed of sequence and coherence.

Certification fails in another and still more vital respect. It is a purely quantitative measure. It assumes that a student who has spent the prescribed classroom hours in covering the prescribed ground in the textbook will have developed the requisite power. No conception of the educational process is more

fallacious, or more removed from what is in the best sense progressive education. Mastery of certain powers, not hours spent in the classroom, must be the index of readiness for a higher education.

Of course, under the certification plan school advisers are free to arrange programs with varying amounts of academic drill. Most colleges admitting by certificate accept a number of nonacademic units, whereas Vassar and Wellesley, Bryn Mawr, Harvard, Yale, and Princeton require that their elective units be drawn from the usual academic subjects. Since the certificate colleges interpret less academically this elective margin, art and music and the social sciences may form a recognized part of the credentials accepted for admission.

But under the New Plan at least some of the older colleges are even more liberal. At Harvard, for example, the college makes no attempt to count units under the New Plan, and prescribes merely that the student who presents himself for matriculation shall be a graduate of a regular course in a school of approved standing, and that the course shall have been concerned principally with the languages, history, and mathematics; that two studies shall have been followed to the point of advanced standing, and that in the four subjects of his senior year the quality of the boy's preparation shall be tested just before matriculation by the comprehensive examinations of the College Entrance Examination Board. Surely no reasonable schoolman should ask for a freer hand in shaping a curriculum!



Not only is the prescription of studies freer under the New Plan than under the Old, but the examinations which test New Plan candidates place less premium on memorizing and more on power. Practically all colleges which use the New Plan prescribe examinations of the comprehensive type, and these examinations are designed to test the mastery of ability, not the possession of facts.

In theory, then, the college entrance bugaboo is nothing but a bugaboo. The requirements for admission to college allow reasonable latitude for varied curricula. Though they prescribe English, mathematics, and foreign languages, the prescription is one of power and not of fact; the school is at liberty to choose what books it will, to read modern drama or Shakespeare, Goethe, or *Der Niedergang des Abendlandes*. These are the powers requisite for success in college or, indeed, for success in the world; and no competent graduate of a good school should have difficulty in meeting such a prescription.

Meeting the requirements for eligibility to college is simple and does not conflict with real education. But unfortunately eligibility is not admission. Harvard, Yale, Princeton, Vassar, Wellesley, Mount Holyoke, and Bryn Mawr alone are turning away this year hundreds of students who have met every requirement of scholarship and character. Each of these students has complied with every condition laid down in the catalog, has done everything required of him to be eligible, but he has *not* been chosen.

To be eligible for college is one thing; to be admitted to college is another. To

be reasonably sure of admission to Harvard or Bryn Mawr, for example, the candidate must not merely pass his entrance examinations—his marks must average above seventy-five. In this fact lies the element of greatest danger to secondary education.

Suppose you are faculty adviser of a boy who is to go to Harvard. You choose his course with reference to his needs; "has been concerned chiefly with languages, history, and mathematics"; has enabled him to pass the prescribed four comprehensive examinations at the end of his senior year. Yet he is not among those whom Harvard has chosen. Though clearly ready for college he may be unable to turn to Cornell or Brown or Wesleyan or Amherst, even though there be room for him there, his courses do not meet their particular requirements. In other words, though individual colleges and individual committees on admission may be most reasonable, you must plan curricula to meet the demands of the most conservative.

In one other respect the high marks on examination necessary to ensure admission interfere with the educational program. John Jones intends to be an engineer. As an engineer he will have occasion to understand technical books, and to write clear, expository English. He does excellently in mathematics and his natural bent leads him to spend his spare time in the school shop and in managing the school store. Both these latter activities will develop executive power and make him a better engineer. Yet if he is to be certain of admission to Harvard or any other college where competition is equally keen, it is not

sufficient that he learn to write and read the kind of English he will need later. Seventy-five per cent on a College Entrance English Examination Board is a higher mark than most engineering prose would secure. John Jones, then, must sacrifice his shop and his work as manager in order to secure by repeated drill a higher degree of proficiency in English than he will ever need again in his life. English counts three points, chemistry—in which John is particularly gifted—only one. The average that counts is the weighted average. If John is not to imperil his admission to college he must not only pass that English examination, but pass it well.

In other words, though the examinations of the College Entrance Examination Board rarely do the injustice of failing the competent, they do—and must—fail to measure the adequacy of the boy's equipment for the career he has chosen. The professional tutor with his endless repetitive drill and the classical preparatory school with its simple, concentrated curriculum and its freedom from distraction both have a great advantage over the "progressive" school. The public-school adviser choosing the boy's curriculum will—if *he wishes to be certain to avoid disaster*—deliberately choose an educational program less well adapted both to the *individual's present interests and to his future needs because of the necessity of concentrating on the academic subjects to be examined*. For it does John Jones no good to tell him that ninety per cent of the boys with a record as good as his were admitted. If he is excluded, so far as he is concerned, it is a one hun-

dred per cent casualty. The effect on John Jones, his school, and his community is put to an unfair premium on the linguistic type of education.

Note, however, that this premium is unfair only from the community's point of view, not from that of the college. College courses—in the East, at least—are planned primarily to develop scholars. Those students are best entitled to admission who are most likely to become scholars. Why should such colleges, then, give equal weight to executive ability or skill in human relationships? But it is the duty of the community to provide other colleges, or other departments of those now in existence, where those may be educated whose training should be less exclusively in the manipulation of symbols.

There is also red tape. It binds the school in two ways: it imposes certain artificial divisions in subject matter, and it stipulates in great detail just what formulae must be gone through in order that a candidate may find himself eligible. On the school adviser, whose responsibilities already are too many, it imposes the duty of scrutinizing as they appear each successive edition of the catalogues of every college to which his advisees may possibly go. Of course, each college has a right to prescribe what tests it will impose and on what basis it will find a candidate admissible; but to the school the distinctions drawn often seem arbitrary and meaningless. For example, a candidate may by writing "Old Plan" instead of "New" at the top of his examination book invalidate his whole entrance record. The examinations he takes may be the same, the standards imposed

identical  
is like  
of his  
year

Cer  
harde  
accept  
in al  
under  
matri  
exam  
when  
inatio  
by a  
entra  
the p  
this  
ever,  
didat  
take  
tions.

TH  
feren  
the a  
ing t  
more  
value

BU  
differ  
that  
a co  
Mos  
thore  
down  
rate  
istry  
that  
bit o  
clude  
woul  
But  
testi  
a co

identical; and yet such a clerical error is likely to exclude him from the college of his choice, and may cost an extra year of schooling.

Certain other of the prescriptions are harder to understand. One college will accept the comprehensive examination in algebra and geometry as evidence under the New Plan that a boy is fit to matriculate. It will accept the same examinations—or would in the days when it would accept entrance examinations at all—if taken in the autumn by a candidate who had failed in his entrance examination in mathematics on the previous June. It will not accept this comprehensive examination, however, when offered by an Old Plan candidate who has *not* failed—he must take the separate, restricted examinations.

These minutiae differ with each different college. They vastly complicate the administration of schools distributing their graduates among a dozen or more colleges, and their educational value is not apparent to schoolmen.

But it is the rigid definition of the different fields of history and of science that works most havoc in planning a coherent secondary-school course. Most schools would like to frame one thorough sequence in science, breaking down the artificial divisions that separate biology from chemistry and chemistry from physics. They even believe that some further scientific material, a bit of astronomy, for example, now included in none of these three courses would be valuable to an educated man. But there is at present no means of testing the candidate who is taking such a course, and if it is carried in school

at all it must be carried outside and in competition with the college-preparatory program.

In history, the requirements dictate not only the field but the preponderance of emphasis within the field. For example, one unit may be obtained for ancient history and one unit for a course covering both medieval and modern history, but if the school wishes to shift the emphasis and give ancient and medieval history as one course and modern history as another, the earlier course cannot be tested by examination or offered for credit at most examination colleges.

While preparation for college entrance examinations is not in theory, then, an obstacle to a liberal secondary education, in practice it fosters conservatism in curriculum planning, meagerness in nonacademic program, and overinsistence on the type of competitive drill that produces unfailingly high scores on examination.

But schoolmen should be clear in noting the ultimate cause of their difficulty. It is not due to educational narrowness of vision on the part of college faculties, but to the simple fact that there is not room in the conservative Eastern college for all the candidates who are qualified to go there and who wish to be admitted. Any irregularity in the candidate's credentials, any weakness in one examination may cost him his admission to college. The committees of admission cannot accept every one. Should they take John Jones, who barely passes in his English examination in preference to William Smith, whose preparation and promise are in other respects as good



and whose mark in English is ten points higher?

The simple fact is that in the East there are not enough colleges for those who are able and eager to receive a college education. Furthermore, the colleges that exist are too much of one pattern—much more of a pattern, for example, than the English universities from which they descend. At Harvard, Yale, and Princeton—even more at the women's colleges—there is nothing corresponding to the pass degree. Almost without exception even elementary courses are designed as a foundation for scholarship in the subject—not to present those values which the subject has for all educated men. Yet the pride of American education is not in its scholars, but in the trained intelligence and in the high idealism that it has done so much to make general among graduates who have never written a learned paper nor engaged in anything that could be called research.

More institutions of higher learning that are peculiarly fitted to more varieties of students are needed. But they will not be available in this school generation, and meanwhile courses must be planned and college-preparatory students advised. What can be done in the present situation to make preparation for admission to college interfere less with preparation for success in college and in life?

Schools would be pleased if colleges would give more weight to achievement outside the scholastic record—success in managerial positions, in art, music, athletics and student government; provided a high enough standard of scholarship is required for admission

to bar those who are intellectually unfit; provided also that those of high intellectual ability are given priority. After the best students are placed, among the remaining candidates those who have done more than merely concentrate on the subjects they are presenting for college have had a better education than those whose marks in the entrance examinations may be higher but whose education has been more narrow and more exclusively bookish. They should be given priority even when their examination marks are somewhat lower.

In order to secure the greatest possible freedom in curriculum, schools would do well to use more largely the New Plan. It puts a premium on courses that produce a steady increase in power over a number of years. It frees the earlier years of the school course from the need of pointing for examination—though examinations may be taken as early as the school desires for practice. It allows the committee on admissions to consider the candidate as a human being and not merely record his admission units and compare his percentages with other sets of percentages equally fragmentary and impersonal. Even in the last year—just before the examinations are taken—it encourages teachers to develop the power of their students rather than to cram them with undigested facts prescribed for restrictive examinations.

But schools that have followed the New Plan for any large proportion of their candidates must face squarely the uncertainty of admission. If a candidate of very moderate power wishes to be sure that he is not excluded from

the  
cour  
unde  
dull  
and  
they  
Old  
on v  
adm  
A so  
for  
mus  
sort  
T  
pres  
by a  
Coll  
mus  
fore  
syst  
A  
that  
curr  
mat  
unce  
sire  
can  
to f  
pera  
boy  
hum  
thei  
held  
goa  
sche  
A  
aler  
leg  
lect  
or  
quit  
def

the college of his choice, his safest course is to come up for admission under the Old Plan. Few boys are so dull that if they really exert themselves and have the service of a skillful tutor they cannot accumulate enough of the Old Plan units—even Old Plan units on which their marks are high—to be admitted to the most exacting colleges. A school whose curriculum is planned for other ends than this sort of drill must often advise candidates of this sort to leave.

The corrective most potent in the present situation cannot be administered by admission committees or by schools. Colleges for other than the academic must be provided by society at large before the bitterest evils of the present system are averted.

After all, it does not matter seriously that some schools persist in a pedantic curriculum and method. It does not matter that all schools are somewhat uncertain and embarrassed in their desire to place their graduates where they can get the best higher education and to fit them for it. It does matter desperately that some hundreds of fine boys and girls should be disheartened, humiliated, and often embittered by their failure to reach what has been held before them as the only worthy goal of the years they have spent in school.

At present there is no social equivalent for the competitive Eastern college. It is useless to recommend intellectual equivalents. Leland Stanford, or Michigan, or Wisconsin may offer quite as good training, but they mean defeat and humiliation to the parent

who has intended sending his child to Princeton or Bryn Mawr.

Parents themselves are unbelievably cruel to the candidate who has been rejected in "making him learn his lesson." Until parents understand the situation more fully they will continue to hide their own chagrin by introducing sensitive and wounded young people as "the only Jones who could not get into Yale." And young people who have been well trained will lose confidence in themselves and their education through defeat.

The true college-entrance problem, then, is not caused by the educational blindness of faculties or committees on admission. Prescriptions for admission are not unreasonable and in many colleges they are most liberal. But until there are enough colleges and enough kinds of colleges to provide a higher education for the numbers and variety at present swarming from our preparatory schools, this bugaboo will increasingly terrify secondary masters into conservatism and parents into seeking schools that play safe.

It may be that the junior college will meet the problem, but only if it belies its name and shapes its courses to a variety of aptitude which the examination college does not at present reach. In working out such a program of secondary and higher education the Fieldston School is now engaged. But this is not the place to describe this experiment, nor is it yet far enough advanced so that even the friendliest observer can predict what effect the kind of education it offers will have in solving the college-entrance problem.

## ARTICULATION OF THE SUPERVISORY FUNCTION IN THE SECONDARY SCHOOL

HARRISON VAN COTT

EDITOR'S NOTE: *Harrison Van Cott is supervisor of junior high schools in the New York State Department of Education. Recently, in collaboration with his chief, George M. Wiley, he published a most valuable bulletin dealing with junior high schools in New York State. He is a thorough student in his field and the very high type of leadership which he is rendering is recognized throughout the State.*

P. W. L. C.

The American secondary school is changing. Educational changes do not take place suddenly. Time is required for practice to catch up with theory. Since 1909 and the inauguration of the junior-high-school movement in Berkeley, California, the secondary-school program has been receiving more consideration than the programs of the other educational units. Today the secondary school includes the seventh and eighth years separated from the elementary school and combined with the tenth, eleventh, and twelfth years. Secondary education begins with the education of the pupil at the beginning of the adolescent period, a most logical time for elementary education to change in character.

Until recently the secondary school had for its paramount objective training in the learning of subject matter for entrance to college. To accomplish this objective the curriculum was arranged with its one track course for all; its faculty composed of college-minded teachers; its pupils encouraged to remain in order to prepare for higher institutions of learning; its supervisors supervising for the sake of preparing as many pupils as possible for high attainment in examinations and of getting as high a rating as possible for their

schools in examination results. Curriculums, courses of study, supervision, examinations, and methods seem to have been used primarily for satisfying college requirements instead of the life requirements of the pupils.

Today progressive secondary schools are responding to the demands of the times by taking unto themselves the manifold tasks of training all boys and girls who want to get an education in order to live fuller and richer lives and are revising their philosophies, policies, objectives, programs, materials, and methods to better satisfy the needs of all their pupils.

Those who are responsible for the administration of such a program must have a power of vision which will enable them to appreciate the larger objectives of an education for every one sufficiently adequate to enable him to adjust himself to society with the least possible friction to himself and others, to inspire him to want to serve society, and to encourage him to gain that understanding and appreciation of life's values which will enable him to contribute to society with his skill, his knowledge, and his personality. This is a matter of training in attitudes primarily. It is a matter which includes many personalities for its performance,



many varying types of children and as many dispositions; it is a matter that is affected by many community influences, many ambitions and desires and requires the hearty coöperation of all in order that the ultimate outcomes may be beneficial.

The significance of the question under discussion lies in the important fact that in this democracy of ours each boy and each girl who seeks an education in our secondary schools has as much right as any other boy or girl to seek an education for use in wholesome living. To satisfy the rights of our boys and girls and their demands for help, schools must articulate their programs in such ways that each one may develop into a physically fit, mentally awake, and morally alert individual eager to serve his home, his country, his fellows, and his God.

This significance can be made manifest only by persons. Persons give significance to things. The particular persons who will have more to do than any others in putting across the progressive secondary program of the present day are the teachers and the supervisory staffs. To set up objectives for work through the various school units so that the whole program shall be valuable for life in a democratic society requires articulation of ideas, ideals, and methods.

Many committees and individuals have set up many sets of objectives for secondary education. They all harmonize to a great degree although the terms used in expressing them vary. They all aim at that all-round development which pupils will need later in life. The Seventh Year Book of the

Department of Superintendence devotes itself to a discussion of "Articulation of the Secondary School Units." Innumerable utterances are constantly being made and many papers are being written upon the subject of articulation. Articulation has been the theme of whole educational meetings. The educational atmosphere is surcharged with the idea of making the whole school program well articulated throughout. All school people recognize the need for close articulation of school units and much is being done to accomplish it, but there has been but little proof gathered so far of the best methods for bringing about close articulation.

The program of studies and the teacher are the two most fundamental agencies for the education of children. Unless the various curricula offered in the several units and the objectives which embody the ideals of the teachers in the different units be well planned and articulated with the needs of children, the program of articulation will fail. Of these two agencies the ideas and ideals of teachers are much more potent. The ideas and ideals of teachers may be molded, modified, and changed by the type of supervision that is given. The type of supervision offered will depend upon the supervisors themselves. Their breadth of vision will determine the degree of articulation possible. It is a personal matter whether or not the schools shall articulate, dependent upon the facts, knowledges, attitudes, and appreciations which the supervisors have acquired. If supervisors have clear-cut, well-articulated ideas concerning the desired immediate and ultimate objectives of education in

secondary schools and can make their ideas live in the minds of others then school procedures will closely correlate in service to the pupils.

Supervisors who desire to articulate the work of their teachers need to have:

- (1) A sane philosophy regarding the values of secondary-school subjects
- (2) A practicable policy for the determination of a program
- (3) A set of immediate and ultimate objectives for secondary work
- (4) A workable program of studies with constants, electives, and extracurricular activities
- (5) An available supply of suitable materials
- (6) Well-thought-out methods of instruction for the purpose of gaining generalized ideas and ideals
- (7) An organization the several parts of which work together for the sake of imparting in lifelike situations an education for life

Every one has his philosophy. Every supervisor should have his philosophy of supervision. His philosophy should be based upon the best findings from the past in his field but modified so as to fit the demands of the present. Philosophy demands thought and the placing of values. The progressive supervisor will think much and will place many values in order to give to his teachers a philosophy concerning their work which will help to shape their efforts towards an ultimate goal.

The philosophy of supervisors might well contain the following beliefs:

- (1) The secondary school in which I teach should attempt to prepare adequately pupils for that life which is common to all and to offer opportunity to study those special subjects which make particular appeal to them as instruments for a worthwhile life.
- (2) The subject which I am supervising is probably no more important than any other subject in its values, the main thing being the attitude of the teacher in teaching and the attitudes of the pupils in learning and the values placed upon the subject by both.
- (3) It is my job to so organize my work that it will take its proper place within the curriculum so far as it can be determined. The proper place shall be the place which shall contribute most to the pupils pursuing that curriculum.
- (4) The values of an individual instruction method should be recognized in my philosophy but I shall endeavor to suppress those individual differences which might make a difference for the worse in the later life of my pupils as members of society.
- (5) Each one of my pupils has a right to progress in the courses which he has chosen with guidance and should have the opportunity to try.
- (6) The content for my subject shall be such as to interest, inspire, and instruct, and shall cor-

relate as closely as possible with past and future subject matter if the sequence be followed.

- (7) My subject will be worth while if it will help pupils acquire knowledge which will help them to think out their problems; if it will help them to develop interests, motives, ideals, attitudes, and appreciations; if it will help them develop right skills and habits of conduct.

Broader philosophies of secondary education are needed for the civilization of today than ever before.

The supervisor of today will not only care for the pupils who are in our secondary schools for the sake of preparing for college in order that they may be well prepared for college entrance, but he will have a policy of procedure which will recognize the values of other types of curricula for other types of boys and girls. His policy will compel him to do several things.

- (1) To acquaint every teacher under him with the present trends in secondary-school procedure affecting the teaching of his subject.
- (2) To discover the weaknesses and strengths of his pupils and minister to them.
- (3) To seek to appreciate the values of other subjects than his own.
- (4) To inspire pupils to develop those traits of action which will result in correct habits and in power for making fitting decisions.
- (5) To take the pupils with varying abilities as they are promoted

to him as they are and to accept the responsibility of doing everything possible that they shall succeed and to send them on into the next work in sequence ready to progress still farther or to advise them to drop the subject.

- (6) To share in and direct student life, to develop a friendly attitude towards pupils and teachers, and to play the part of a stimulator in the school life of his boys and girls.

The word "supervisor" should not mean critic nor should it connote a dominant authority to be handed down from above and to be accepted without question by the privates in the teaching ranks. The teaching game should not be a militaristic game. The supervisors who are articulating and coördinating the work of the various school units are those who consider themselves as co-workers with their teachers. Coöperation can come if supervisors are friends with their teachers. Teachers who are friendly towards one another will accomplish much in articulating the various units in which they work.

The supervisor's code for work, as described by Dr. P. W. L. Cox, professor of secondary education at New York University, in an article entitled "Instruments of Creative Supervision," which appeared in the April, 1928, issue of *The High School Teacher*, is well worth adoption by all supervisors. In brief summary the instruments for supervision are as follows: Supervisors should be friendly with and encourage their teachers; they should



plan with their teachers for better work in the future and forget the poor procedures in the past; they should assist in making better programs of teaching possible; they should inspire their teachers to try to improve no matter what their accomplishments may have been; they should praise those who excel whenever excellence is manifest; they should make sure that their teachers have a philosophy and policy back of their teaching procedures which are in harmony and which are based upon sound principles. Supervision is for the improvement of the teaching process not of single and isolated parts as such, but for the improvement of the teaching process as a whole from the beginning to the end of the entire program. It includes the supervision of pupils also from the beginning to the end of their educational careers. Pupils of the secondary-school period are adolescent. They are explorers. They need careful adjustment to new procedures, a chance to explore as many types or worthwhile activities as possible and painstaking guidance through the period of selection and decision as they plan their future programs. It is the responsibility of supervision to guide pupils from the elementary school to the junior high school, from the junior high school to the senior school, and from the senior high school to whatever field they may choose with the least possible jar to their physical, mental, and moral natures and with as good health, as much knowledge, and as fine attitudes and appreciations as can be developed. The biggest factor in such a development is the teacher. The biggest question is, What sort of

person is the teacher? Is she or he kind, sympathetic, fair, patient, forceful? Book lessons are soon forgotten. The emotional reactions which result from contacts with the teacher are not so easily erased from memory. Many a boy and girl have left school because of emotional responses to unkind teachers.

Many things are being done to adjust boys and girls to their secondary-school period by both junior- and senior-high-school supervisors. Following is a list of procedures which are being practised in many of the New York State schools according to reports from the principals and supervisors themselves.

- (1) Prospective sixth-year promotees are invited to the junior high school to become acquainted with the building, the pupils, and faculty. They are entertained in assembly and perhaps in the school cafeteria; they hear the principal welcome them and they go away glad that next year they will be active members of a wonderful school.
- (2) Information is gleaned from the homes, the former schools, and the pupils themselves concerning the aptitudes, abilities, desires, accomplishments, and plans for the future of the entering pupils. This data is carefully considered when respective pupils are advised.
- (3) Pupils are allowed to choose subjects under guidance.
- (4) Pupils are encouraged to control their own conduct. School conduct codes are drafted and

adopted sometimes by the pupils themselves under guidance.

- (5) Pupils are oriented and guided by guidance counselors and through educational and vocational opportunity courses.
- (6) Pupils are given opportunities to consider the values of an education for them and to compare various vocations for future endeavor.
- (7) Pupils are brought into contact with various types of work, exploratory courses in practical and fine arts, commercial, language, etc., in order that they may choose more wisely as they progress through school.
- (8) Pupils are treated as individuals with separate needs as individuals, but also with many common needs as members of one democratic society
- (9) Subjects, tests, and school procedures of any kind are valuable only as they affect pupils and make differences for the better in pupils' lives. Therefore, procedures are used not as ends in themselves
- (10) Different school units are informing each other of methods, procedures, and accomplishments.
- (11) Intelligence and achievement tests are given and the results passed on to the next higher schools
- (12) Curricula and courses of study are prepared by committees composed of teachers from the several units
- (13) Report blanks and record cards are similar in all units so that there may be a continuous record understood by all
- (14) Pupil organizations are similar in the junior and senior high schools
- (15) Classes are known by seventh, eighth, ninth, tenth, eleventh, and twelfth years rather than by freshman, sophomore, etc.
- (16) The extracurricular programs in the junior and senior high schools are similar
- (17) The junior high school offers exploratory courses to bridge the gap between the courses of common integrating content in the elementary school and the more specialized content of the senior-school courses
- (18) Reading, writing, and spelling are not dropped in the junior high school, but all teachers are urged to teach these skills to pupils as they sense the need and pupils who need a greater amount of attention are instructed in special groups
- (19) Arithmetic is continued in the junior high school as a part of general mathematics
- (20) Social studies are presented in a fused course and include a content which is made up of civic, geography, history, and citizenship knowledges and appreciations
- (21) General science, foreign language, practical and fine arts, and commercial courses are given when the interests, mani-

- fest in elementary school, begin to decrease
- (22) Better ways and means are being provided to inform secondary-school teachers of the purposes and policies of the junior high school
  - (23) Teachers are being required to visit in the homes of their pupils at least once a term
  - (24) Visiting teachers go to the next lower school to talk to promotees about future courses of study
  - (25) Teachers in junior and senior high schools are being placed upon the same salary schedule
  - (26) Teachers are shifted from year to year among the years of the secondary period for their teaching assignments
  - (27) Annual and semiannual school exhibits are held for the information of the community concerning the work of the schools
  - (28) Campaigns of education through newspapers, parent-teacher meetings, and school service clubs are carried on to inform patrons of school aims and programs.

These and many more practices are found to help articulate the programs of secondary-school units. The Seventh Year Book of the Department of Superintendence specifies over one hundred such practices which have helped in the program of articulation.

In every school where supervision functions as it should, one will find supervisors with unbiased faith in all the subjects which make up the curriculum. All the subjects have practical values

for some; no doubt all have disciplinary values dependent upon the efforts of the teachers to make such values carry over into other fields and surely all subjects may contribute to a fuller and richer life.

Each curriculum should be carefully graded through the years and subject sequences should be arranged in all subjects as far as they will contribute to the development of pupils. Each curriculum should have a subject content which will minister to the physical, mental, social, emotional, and moral needs of the pupils. Each curriculum should provide for those activities of pupil participation in school affairs which will cultivate desirable qualities of leadership by allowing pupils to lead; those who will develop habits of honesty, courtesy, etc., by setting situations in which pupils may practice acting honestly, courteously, etc. After satisfaction has been experienced, then desirable trait actions will take place more easily each time until established habits result.

A program which will do these things must necessarily consist of differentiated curricula. The curricula must be arranged so as to closely correlate with the curricula of the lower and higher units; the courses must be differentiated in content for the slow, average, and fast pupils; the management of the school must be an open book to the pupils.

A sample of a type of program of studies which is finding favor in many New York State junior high schools is given on pages 46 and 47. The program is based on a thirty-period week, a six-period day, and a fifty-five minute period.



Whether school organization be affected upon the 8-4 plan, the 6-6 plan or the 6-3-3 plan will depend upon the size of the community, the number of boys and girls enrolled, and the appreciations of the advantages offered by the several plans. No matter which plan is used, supervisory power should be so delegated that no one person shall dominate and control the place of any subject in the curriculum, the subject content of any course, the aims of teaching any subject, or the methods used in teaching. After twenty-three years of experience in the secondary schools of the State, the writer has come to the conclusion that the committee plan for the organization and administration of the supervisory function is best for the welfare of the pupils. Such a committee would consist of more than three members, the majority of whom and the chairman would be selected by the superintendent and the Board of Education from the secondary unit in which the work supervised is to be carried on. The other members of the committee would be composed of members from the next lower and higher school units or departments. Such a committee would be governed in its policies by those who should be most sensitive to the true objectives of the work taught in the school unit most concerned, would have the benefit of the advice and suggestions of teachers from the other school units, would be led by a chairman most suited for the leadership of each committee and would be cognizant of and sensitive to the best immediate and ultimate aims of the respective phases of secondary-school procedure.

Too often do senior-high-school heads of departments attempt to dominate junior-high-school practices; too often do senior-high-school teachers consider that the only aim of the junior high school is to have pupils learn lessons from textbooks which will as a consequence decrease the content of senior-high-school subjects; too often senior-high-school courses are not correlated well with junior-high-school courses and vice versa; too often the objectives of the lower and higher units are not appreciated by junior-high-school teachers; too often techniques, unsuited to the natures of the pupils themselves, are attempted because of a lack of understanding of adolescent psychology and the best current practices.

Supervision is primarily for pupils' welfare. Supervisors would do well to seriously consider three questions before changes in established procedures are made.

First: Will any pupils be benefited by the contemplated change?

Second: Will any pupils be seriously handicapped by the contemplated change?

Third: What differences will the contemplated changes make in the lives of the pupils, immediately and ultimately?

In conclusion, the supervision of the secondary-school units will more likely become an articulated whole if supervisors accept the following principles in the building of their programs:

- (1) There are certain psychological needs of children, early adolescent and later adolescent boys and girls, which arise from the

## A SUGGESTED

## Junior

SEVENTH YEAR  
FIRST HALF

<i>Subject</i>	<i>Weekly Periods</i>
English	5
Social Studies	5
General Mathematics	5
General Science	2
Health <sup>1</sup>	2-3
Home-Room Activities <sup>2</sup>	4-5
Orientation <sup>3</sup>	1
Assembly	1
Conference and Home-Room Business	1
Reading, Writing, and Spelling	1-2
Library Instruction <sup>4</sup>	1
Music	1-2
Art	2
Practical Arts	2

SEVENTH YEAR  
SECOND HALF

<i>Subject</i>	<i>Weekly Periods</i>
English	5
Social Studies	5
General Mathematics	5
General Science	2
Health	2-3
Home-Room Activities	4-5
Club <sup>5</sup>	1
Assembly	1
Conference and Home-Room Business	1
Reading, Writing, and Spelling	1-2
Reading <sup>6</sup>	1
Music	2
Art	1-2
Practical Arts	2

EIGHTH YEAR  
FIRST HALF

<i>Subject</i>	<i>Weekly Periods</i>
English	5
Social Studies	5
General Mathematics	5
General Science	2
Health	2-3
Home-Room Activities	4
Club or Study	1
Assembly	1
Conference and Home-Room Business	1
Writing and Spelling	1
Guidance <sup>7</sup>	1
Reading	1
Music	2
Art	2
Practical Arts	2
} <sup>8</sup> Choose two 4	

<sup>1</sup>Includes formal and informal gymnastics and health instruction.

<sup>2</sup>Under home-room teacher's charge.

<sup>3</sup>Covers the various phases of school life.

<sup>4</sup>Under trained librarian.

<sup>5</sup>Club life compulsory for every one this term only.

<sup>6</sup>Reading with character training as the objective.

<sup>7</sup>Main theme, "You and Your Education."

<sup>8</sup>Choice here is exercised under guidance.

Notes:—Practical Arts includes subjects classified as homemaking, industrial arts, and agricultural subjects. The small schools, general homemaking, and mechanics labora-

## PROGRAM OF STUDIES for High Schools

### EIGHTH YEAR SECOND HALF

### NINTH YEAR FIRST HALF

### NINTH YEAR SECOND HALF

<i>Subject</i>	<i>Weekly Periods</i>	<i>Subject</i>	<i>Weekly Periods</i>	<i>Subject</i>	<i>Weekly Periods</i>
English	5	English	5	English	5
Social Studies	5	Social Studies	5	Social Studies	5
General Mathematics	5	Mathematics <sup>11</sup>	5	Mathematics	5
General Science	2	Health	2	Health	2
Health	2-3	Home-Room Activities	3	Home-Room Activities	3
Home-Room Activities	3	Club or Study	1	Club or Study	1
Club or Study	1	Assembly	1	Assembly	1
Assembly	1	Conference and Home-Room Business	1	Guidance and Home-Room Business	1
Conference and Home-Room Business	1	<i>Electives</i>	10	<i>Electives</i>	10
Guidance <sup>9</sup>	1	Science <sup>12</sup>	5	Science	5
Music	2	Guidance <sup>13</sup>	5	Guidance <sup>14</sup>	5
Art	2	Music	5	Music	5
Practical Arts	2	Art	5	Art	5
Elements of Busi- ness, 10 weeks	10-2-3	Practical Arts	5-10	Practical Arts	5-10
General Lan- guage, 10 weeks		Bus. Training	5	Bus. Training	5
		Foreign Language	5	Foreign Language	5
		Study	0-5	Study	0-5

<sup>9</sup>Main Theme, "You and You Future."

<sup>10</sup>A choice might be given and the subject chosen given for 20 weeks.

<sup>11</sup>May be algebra, general mathematics, or vocational mathematics.

<sup>12</sup>General science or biology recommended.

<sup>13</sup>If guidance has been given in eighth year, then less time will be needed.

<sup>14</sup>If course has not been given before.

stories are used. Athletics, clinics, corrective work, medical examinations form a part of the program.



differences in their natures and which make necessary different techniques and methods and different school units.

- (2) The different school units have responsibilities to each other and only as such responsibilities are appreciated, shouldered, and discharged will articulation result.
- (3) Standards are good but schools should be allowed to experiment under careful direction. Tradition and social prestige are not sufficient reasons for retaining modes of procedure.
- (4) Objectives for procedures should be few and definite and specific outcomes, which will modify life, expected.
- (5) The important values of all subjects are the values which will contribute to ways of living.
- (6) Every subject in the curriculum has some value, but this does not mean that all subjects are equally important.
- (7) Subjects are media through which facts, the power to think, right attitudes, and appreciations are taught and developed with the hope that they will carry over into suitable action

by pupils in their later lives for the benefit of society.

- (8) In the best teaching procedures practice and theory are made to harmonize as closely as possible.
- (9) Teachers defeat the big purposes of education if they antagonize their boys and girls, if they disregard their feelings, if they allow pupils to fail, if they attach more importance to techniques and examination results and records than to discovering and ministering to the needs of their pupils as prospective, efficient, and happy citizens.
- (10) Most pupils are normal. No scientific rules can be absolute in all procedures in dealing with pupils because of the varying factors. Classes, teachers, and the pupils themselves vary. Records, techniques, and methods are necessary, but thought, reasoning, and sound judgment are essential for fair dealing. Most pupils are normal and they are all human.
- (11) Pupils are apt to imitate the trait actions of teachers. Teachers should practice the desirable trait actions. Schools should deal with ideals.

## PROBLEMS OF ARTICULATION IN THE ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS OF THE SOUTHERN STATES

JOSEPH ROEMER

EDITOR'S NOTE: *Dr. Roemer is professor of secondary education at the University of Florida and Secretary of the Commission of Secondary Schools, Association of Colleges and Secondary Schools of the Southern States. His article indicates that the Southern Association is making a determined attempt to solve its problems of articulation.*

F. E. L.

There are two major problems of articulation which confront the Southern Association. They are the articulation of the junior and senior high schools, and the articulation of the senior high school and the junior college. A short discussion of each problem follows:

### I. THE ARTICULATION OF THE JUNIOR AND SENIOR HIGH SCHOOLS

There has been a growing feeling for several years on the part of the secondary-schoolmen of the Southern Association that the Association should so modify its standards on college entrance as to free the junior high school from the necessity of shaping its curricula in its last year to meet college entrance requirements. Two years ago the Commission on Secondary Schools passed a resolution bearing on the subject which took the form of a request that the Commission on Higher Education take under advisement the matter of a *dual system* of college entrance. The resolution as introduced read as follows:<sup>1</sup>

"In the development of the junior high school there is a feeling on the part of a good many of its constituents that the present requirement of fifteen entrance units to college brings undue pressure to bear upon the junior high school in order to dovetail it into the senior high school which in turn is dominated largely by the college entrance spirit. Consequently there is a feeling among many of the members of the commission that action should be taken looking towards a dual system of college entrance in addition to the fifteen or sixteen units required now for entrance by our institutions of higher learning. Some feel that there should be an alternate entrance regulation of twelve units when done in a senior high school of three years. With this thought in mind the following resolution was passed by the Commission:

"Whereas, many schools in the Southern Association are now organized on the 6-3-3 plan, making the senior high schools three years in length; and Whereas, this makes it desirable to rec-

<sup>1</sup>Proceedings of the Association of Colleges and Secondary Schools of the Southern States, Thirty-second Annual Meeting, page 109, 1927.

ognize three years of senior-high work as meeting requirements from such schools for college entrance; and Whereas, over seventy-one per cent of the colleges in the Association are recorded as favorable to such a plan; and Whereas, a worthy precedent has been established already by the North Central Association, which now allows colleges to accept twelve units of senior-high-school work as meeting college entrance requirement: Now therefore, Be it resolved by the Commission on Secondary Schools, that the Association of Colleges and Secondary Schools of the Southern States is hereby petitioned to take such action as will permit (but not require) colleges of this Association to fix entrance requirements upon the basis of twelve senior-high-school units, and not thereby jeopardize their good standing or other interests in this association. To this end we request that the Association suggest to the Commission on Higher Institutions the need to consider and take such action on the matter as will enable it to be brought before the Association for final action at its next meeting."

By some oversight the Commission on Higher Institutions failed to act on this resolution at the annual meeting of the association last December at Fort Worth, Texas. Assurance is given, however, that the matter will receive full consideration at the next meeting of the Association in December of this year at Lexington, Kentucky.

There are several encouraging features in the situation to the secondary-schoolmen. For example, in the early stages of the movement the college presidents of the Association were

asked how they felt about the matter. Approximately seventy-five per cent of them said they would be glad to operate on the *dual system* basis if the Association would authorize it. Again, for some time there has been a temporary regulation of the Association in force allowing the Commission on Secondary Schools, in standardizing secondary schools organized and administered on the junior-senior basis, to consider only the senior high school, or the last three years. In some States, due to our seven or eight grades elementary-school organization, this means grades ten, eleven, and twelve; in others, grades nine, ten, and eleven.

The secondary schoolmen feel that the Southern Association should follow the lead of the North Central Association and standardize the last three years of secondary education, the modern senior high school, as well as the regular, traditional, four-year secondary school. This would thus enable progressive school systems to develop their junior-high-school programs without the cramping influence of college entrance exerted through the necessity of making the junior high school so shape its curricula as to fit into the ninth grade of the traditional four-year high school.

## II. THE ARTICULATION OF THE SENIOR HIGH SCHOOL AND THE JUNIOR COLLEGE

This problem also has been before the association for some time; in fact, ever since the junior college standards were adopted three years ago. The Association here, too, is confronted with a practical problem of administra-



tion. The Commission on Secondary Schools is charged with the duty of standardizing secondary education. Likewise, the Commission on Higher Institutions is responsible for the standardization of higher education. When the junior colleges, consisting in most instances of four years of work—the last two years of high school and the first two years of college—organized into one unit, and applied for admission, there was no machinery with which to handle the problem. The secondary-school standards being built for a regular secondary school of four years, the Commission on Secondary Schools said they could not inspect and accredit only the last two years of a secondary school; and the Commission on Higher Institutions said they had no authority to pass on the secondary end of an institution as their prerogatives extended only to college work. This deadlock resulted two years ago in a committee being appointed from each commission of the association to form a joint committee for the purpose of handling special cases as they arose, and of studying the problem carefully and making recommendations to the associations for a permanent solution of the problem. At the last meeting of the association this joint committee made a preliminary report and asked for one more year in which to complete its work. Their report was as follows:<sup>2</sup>

"Whereas, as a provisional arrangement, pending the setting up of whatever machinery may be ultimately ap-

proved, four-year institutions comprising the last two years of high school and the first two years of college which apply for admission in 1928, may be considered by the Standing Committee on Junior Colleges, provided the high-school department shall meet all the standards of the Commission on Secondary Schools, except the first sentence of Article 4 (g), requiring four teachers giving their full time to high-school instruction, and Article 9, requiring annual dues of ten dollars; substituting for the first of these the last sentence of Standard 4 of the Standards for Junior Colleges, and for the second, annual dues of fifty dollars.

"It is understood further that it shall be determined by reports and inspection that all students entering the first year of such an institution shall have completed two full years of high-school work, consisting of not less than seven acceptable units, done in a secondary school that is, or schools that are, approved by this Association, or by another recognized accredited agency, or the equivalent of such a course as shown by examination."

It is readily seen that the whole problem of articulation is involved in these two major undertakings. The old secondary school in this process is being articulated on one end with the junior high school and on the other with the junior college. Much of the development of secondary education in the South is dependent upon the way the Southern Association disposes of these two matters.

<sup>2</sup>Proceedings of the Association of Colleges and Secondary Schools of the Southern States. Thirty-third Annual Meeting, page 93, 1928.

## ARTICULATION WITHIN SUBJECT FIELDS

*Specific criticism of the achievements of tenth-grade pupils who have been promoted from the junior high school is rather well localized in four subjects; viz., Latin, English, mathematics, and, occasionally, commercial work. In some other subjects the work of each year is a unit so that the quality of previous preparation is not challenged. In the modern languages the junior-high-school methods are practically identi-*

*cal with those of the beginning of classes in all progressive high schools.*

*What may tenth-grade teachers of Latin, English, mathematics, and commercial subjects reasonably expect of pupils who have been credited with one unit of work in the junior high school? The editors have asked a representative of each of these subjects to state briefly the position which leaders in his field would take.*

P. W. L. C.

## THE ARTICULATION OF MATHEMATICS

J. ANDREW DRUSHEL

EDITOR'S NOTE: *Dr. J. Andrew Drushel is professor of the teaching of mathematics in the School of Education, New York University, and is one of the truly competent men in the field of junior-high-school mathematics. He is co-author of Drushel and Withers's Junior High School Mathematics and Drushel-Noonan-Withers's Arithmetics. For many years he was in charge of mathematics and science teaching at Harris Teachers College, St. Louis, Missouri.*

P. W. L. C.

A unit of junior-high mathematics may mean any one of several things. It may mean a year's work in traditional algebra done by an unclassified group and often characterized by poor teaching. It may mean a year's work in general mathematics usually consisting largely of arithmetic and a liberal sprinkling of easy algebra and intuitive geometry. It may mean a year's work in traditional algebra done by a selected group capable of understanding the meaning of general number. It may also mean a year's work in modern algebra of the Thorndike type done by pupils who have shown mathematical ability of a rather high order in grades seven and eight.

Pupils bringing units falling into either of the first two groups are doubtful material for tenth-grade academic

mathematics. They should not be encouraged to undertake such work. If any are permitted to begin this year's work, the high probability of failure on their part should be clearly indicated to them at the opening of the year. The draftsman type of pupil should not be required to sit in a mathematics class intended for the surveyor or engineer type of pupil.

The assumption then is somewhat as follows: pupils entering tenth-grade academic mathematics should be a select group who have shown themselves capable of profiting by modern ninth-grade mathematics of the Thorndike type or who have done distinctly outstanding work in the traditional first-year algebra course as judged by a capable teacher of mathematics.

Of those pupils who have been trained successfully in modern junior-high-school mathematics as specified above, teachers of tenth-grade academic mathematics have a right to expect reasonable proficiency in the following groups of abilities:

### I. Formulas

(1) Ability to see how the formula works. This may be called the "What happens if" ability with formulas

(2) Ability to translate a clear statement of an easy quantitative relationship into a formula

(3) Ability to change the subject of a formula

(4) Ability to evaluate a formula

(5) Ability to grasp formulas expressing principles governing operative procedure in the fundamental processes.

Examples of such formulas are

(1)  $n \times 0 = 0$  (2)  $a^m \times a^n = a^{m+n}$  (3)  $a^m \div a^n = a^{m-n}$  (4)  $n^0 = 1$ .

### II. Equations

(1) Ability to solve linear equations either with one unknown or with two unknowns

(2) Ability to solve quadratic equations with one unknown

(3) Ability to frame an equation or equations from a problem situation that is clearly stated, that contains adequate data, and that is within the grasp of ninth-year pupils

(4) Ability to use the equation as a tool with which to think

### III. Graphs

(1) Ability to represent statistical facts graphically

(2) Ability to represent the dependence of one variable upon another, covering these relationships:

(1)  $y = ax$  (2)  $y = ax + b$  (3)  $y = a/x$   
 (4)  $y = a/x + b$  (5)  $y = x^2$   
 (6)  $y = ax^2 + b$  (7)  $y = ax^2 + bx + c$   
 (8)  $y = \tan x$  (9)  $y = \sin x$

(3) Ability to see a graph as telling the story of the way things happen

(4) Ability to solve genuine problems graphically

### IV. Computation technique

(1) Ability to check solutions and computations both arithmetic and algebraic

(2) Ability with the four fundamental processes extended to directed numbers and to literal numbers

(3) Ability to find the monomial factor and to factor easy trinomials by inspection

(4) Ability to use tables of squares, of square roots, and of the three trigonometric functions (tangent, sine, and cosine)

(5) Ability with easy radicals

(6) Ability to extract the square root of arithmetic numbers

(7) Eighth-grade computing ability with integers and fractions as measured by properly standardized tests

### V. Number sense, arithmetic and algebraic

(1) Ability to judge an ordinary example in computation for the approximate result

(2) Ability to size up a problem situation so as to see the approximate answer.

(3) Ability to know that an obtained result is right, and why it is right



## VI. Knowledges

(1) A working vocabulary in arithmetic, elementary algebra, numerical trigonometry, and intuitive geometry

(2) Familiarity with certain basal geometric figures, their properties, and their occurrence in the pupil's environment

(3) Something of the historical development of mathematics

(4) The function concept as revealed in arithmetic, elementary algebra, numerical trigonometry, and intuitive geometry

Pupils who have reasonable proficiency in the foregoing abilities are likely to have a fine attitude towards tenth-year academic mathematics be-

cause they will want to know more about mathematics.

## SUMMARY

In brief, the teacher of tenth-grade academic mathematics has a right to expect of pupils entering this work

(1) A proper learning attitude towards mathematics;

(2) A correct technique in the four fundamental operations in arithmetic and algebra;

(3) Arithmetic and algebra sense;

(4) Some ability to generalize;

(5) Some ability with formulas, graphs, equations, and tables;

(6) Some skill with the function concept in problem solving.

No  
giv  
sch

The  
from  
of cre  
Latin  
widely  
ever,  
this c  
year's  
frequ  
and n  
will a  
grade  
of the  
Comm

No  
senior  
course  
in the  
textbo  
the C  
the te  
tive n  
difficu  
merly  
work.

Rig  
articu  
high-s  
their c  
type  
entire  
"prep  
on en  
high s

## THE ARTICULATION OF JUNIOR-SENIOR-HIGH-SCHOOL LATIN

EDITH R. GODSEY

EDITOR'S NOTE: *Miss Godsey is a teacher of Latin in the Central High School of Newark, New Jersey. She is author of the Godsey Diagnostic Latin Tests. She has given an interesting answer to the question of how Latin in the junior and senior high schools should be articulated.*

F. E. L.

The work which students coming from junior high school offer for a unit of credit towards the senior-high-school Latin course will be found to differ widely in many cases. It will, however, be found for the most part that this credit will represent more than one year's work, often a year and a half, frequently two years (that is, the eighth and ninth grades). This unit of credit will admit the student to the tenth-grade course containing more or less of the traditional reading of Caesar's *Commentaries*.

Now it is usually the case that our senior high schools offer a one-year course in elementary Latin. This course, in the majority of schools using the textbooks which have come out since the Classical Investigation, defers to the tenth year the study of the subjunctive mood and a number of the more difficult constructions which were formerly crowded into the first year's work.

Right here arises the chief fault in articulation. Many teachers of junior-high-school Latin, with two years at their disposal and using one of the older type of beginner's books, include the entire grammatical content supposed to "prepare for Caesar." Their students on entering the tenth grade in senior high school, are too often placed in the

same Latin classes with students who have had the shorter one-year course, and thus are forced to repeat a considerable portion of the work they have had, with no perceptible pleasure and slight profit.

If it were possible to keep these students from junior high school in separate sections after they come to senior high school, this trouble would not exist, but in most schools segregation on such a basis is not practicable. And even if it were, it might still be argued that the study of such difficult subjects as subjunctive and ablative absolute should be saved till the tenth year.

We should, then, come to a better understanding of what the senior high school wants from the junior high school in return for the one unit of credit given. If the senior high schools of a given city in their one-year elementary Latin course work only so far as the subjunctive mood, then the junior high schools of the city should likewise accept that limitation of grammatical content, using one of the several good textbooks available which follow such a plan.

This will mean that more time can be devoted in the junior high school to the reading of connected Latin and less to the learning of forms. Students thus trained will bring to their senior-high-

school work a power in translation and comprehension which means more than does mere acquaintance with a large amount of Latin grammar and paradigms.

This does not mean that the junior-high-school pupils should be weak in their knowledge of forms. The forms which are taught, as a glance at the collection of forms in the back of any of the beginner's books will show, are still plentiful enough. These should be taught with thoroughness. And, furthermore, the functional and inductive development of grammar employed by the more recent books does not mean that students are not expected to know what they have studied, for good teaching in that respect is a fairly constant quality, whatever the textbook. Such development of Latin grammar, rather,

when taught by a skilled teacher, results in a better application of syntactical knowledge to translation. This point, of course, holds true as much for senior-high-school elementary Latin as for the junior-high-school work.

When students who have had such a course in junior high school are merged in the tenth grade with students who have had the one-year course, all will, at least, have studied the same essentials in forms and grammar. The chief difference will be that the junior-high-school pupils will have wider experience in reading Latin—an advantage of no slight value!

It is the experience of the writer that the finest students in tenth-grade Latin are the products of good junior-high-school work rather than of the one-year senior-high-school course.



## ARTICULATION IN ENGLISH

L. W. RADER

EDITOR'S NOTE: *L. W. Rader is well known as the supervisor of English in St. Louis and as chairman of the St. Louis Committee on the Reorganization of Secondary Education. For the past two summers he has been a member of the Summer School staff at New York University.*

F. E. L.

What accomplishments may a tenth-grade teacher of English in the senior high school reasonably expect pupils to have who have been graduated from junior high school, credited with one unit of high-school English, and who are to take senior-high-school academic English?

A review of eight or ten courses of study of representative junior and senior high schools in different parts of the country, in the light of the above thesis, reveals two types of achievements expected by pupils graduating from the ninth grade: Those whose accomplishments, necessary for admission to the senior high school, are stated in terms of academic subject matter only, and those whose accomplishments are listed in terms of behavior.

The time, it seems, has not passed when schools set up minimum essentials in terms of subject matter only, instead of both accomplishments in civic attitudes and academic achievements. It seems that subject matter even at this time displaces social behavior in most schools. Is social education even in these progressive times to be left to outside agencies, or is the school going to create curricular matter which will provide both for achievement in academic subject matter and social traits? I shall quote from two representative junior high schools the accomplishments

expected of pupils entering the tenth grade:

School A, in sending out its classes to the tenth grade, "expects, in the first place, an appreciation of educational opportunities given its pupils in a beautiful, well-equipped, perfectly lighted, and well-ventilated building; that its pupils will realize that school is not a preparation for life, but an important part of life; that the school is not expected to watch pupils coming from this school, but expects them to watch themselves; that its pupils will be polite, and thoughtful of the rights of others; that they will be natural but considerate of the fact that some acts and games perfectly proper in the playground cannot be tolerated in the halls and stairways of a school building. In short, we expect our pupils to be so proud of the school and its good name that they will be constantly thoughtful to do only those things which redound to its credit and maintain its honor."

In other words, here is a school which puts emphasis upon social education, upon civic attributes, and social traits. Behavior seems to be the great objective.

In another representative, school B, the accomplishments expected for admission into the tenth grade are set up in purely academic terms. Under the head of literature, pupils are expected

to read and appreciate a given list of classics. Many of these are entirely beyond the comprehension and appreciation of pupils of low mentality who are today entering the tenth grade. An appreciation of good reading material, whether in the field of the classic or in the field of narration, or the work type of reading, is entirely disregarded. All pupils are expected to be able to read the classic and to appreciate it to the fullest degree. For illustration, in this school one of the requirements is the reading of *Lady of the Lake* in the ninth grade, with a view of knowing time, place, setting of the story, naming two of the leading characters, the theme of the story, the main events of the story, and to repeat from memory fifty lines of committed work. No provision is made in this school for the development of an appreciation of reading in the field of the pupil's greatest interest, whether it be in the field of classic or outside of the classic.

The minimum essentials in grammar for entering the tenth grade are set up in a manner to require definitions of all the different parts of speech and other grammatical terms. In other words, the grammar is most formal and definitive instead of being practical and recognitive.

In the field of composition and spelling the requirements are of the most technical type, calling for the discussion of the use of the comma, the colon, question mark, etc. Instead of making organized thought the chief objective and expression secondary, the process is reversed.

In spelling, a long list of words is set up which is to be mastered by the pupils of the ninth grade instead of providing a program by which pupils may develop a spelling consciousness with the ability to help themselves. The mastery of word lists is made the chief objective instead of developing an ability to meet difficulties through self-appraisalment.

This in brief sets up the objectives of two representative junior high schools—these objectives looking in opposite directions. It would seem that an integration of these two objectives should constitute the accomplishments spoken of in the subject of our discussion. The proper blending of these two objectives to me should constitute the achievements which a teacher of the tenth grade should expect of pupils entering the senior high school. It is hoped that such an integration may be brought about soon in the field of junior-senior high-school programs.

## ARTICULATION IN COMMERCIAL STUDIES

BENJAMIN R. HAYNES

EDITOR'S NOTE: *Benjamin R. Haynes is assistant principal of the Packard Commercial School in New York City. He is also an instructor in commercial education in the School of Education, New York University. Previous to his connection with the Packard Commercial School, Mr. Haynes was instructor in commercial subjects at the Madison Junior High School, Rochester, New York. He is one of the most capable and scientifically alert young men in the commercial field.*

P. W. L. C.

In terms of available survey facts, elementary business training is found to be the key commercial subject in the public junior high schools, at least, in those of New York State. In a study of the status of this subject in New York State, it was found that 27 out of 31 junior high schools, exclusive of those in New York City, maintain commercial departments and that 29 out of these 31 schools teach elementary business training. Twenty-three schools require that the subject be taken by all commercial students. Out of 28 replies, all but four schools report that elementary business training is offered in at least half of the ninth grade and a total of 21 schools of these 24 schools require that the subject be taught five periods a week.<sup>1</sup> With these data we shall consider, for the purposes of this paper, elementary business training as a ninth-grade subject with the first semester's work presented from the point of view of the *consumer* of economic goods and services and the second semester's work given with the *producer* of economic goods and services in mind.

"The learner learns by *doing*, and he will do those things best that are most satisfying to him. What a student learns in elementary business training is not what he reads or what he hears his teachers or his classmates say, but rather the *reactions* that actually take place in him to what he reads or to what his teacher says or to what the other members of the class discuss. When the student is studying checks, he is learning by his reactions. The thoroughness of these reactions is governed by the thoroughness with which he actually practices the writing of checks."<sup>2</sup>

Elementary business training is studied, not for the immediate acquisition of certain skills, but more from the standpoint of a unifying function as it helps to prepare each student for his own participation in life's various activities.

All boys and girls live business lives in the sense that they live in an economic world where provision must be made for their clothing, food, shelter, education, and other economic needs. Therefore, the course should equip these stu-

<sup>1</sup> Benjamin R. Haynes, "The Present Status of Elementary Business Training in the Public Junior High Schools of New York State," an unpublished master's thesis. (New York: The School of Education, New York University, June, 1929.)

<sup>2</sup> Paul S. Lomax and Benjamin R. Haynes, *Problems of Teaching Elementary Business Training*. (New York: Prentice-Hall, Inc., 1929), pp. 68, 69.



dents with the knowledge or information, habits, ideals, appreciations, and powers needed by them in solving their business problems. As the content of any course of study should be determined by its purposes and in lieu of extensive data we shall arbitrarily enumerate certain accomplishments that the tenth-grade teacher of commercial students may expect of ninth-grade junior-high-school commercial graduates.

As a consumer of economic goods and services, the boy and girl should have a knowledge of bank services, travel services, school paper, and school cafeteria services, recreation services, telephone and telegraph services, food, clothing, and shelter services, insurance, reference books, education services, associational and com-

munity services, and government services. As a producer of economic goods and services, each student who has chosen the commercial field should have a general conception of certain junior commercial activities that are common to a majority of business concerns; such as filing, personnel, messenger work, shipping, stock, administrative, accounting, mail, cashier, correspondence work, office machines, pay roll, receiving, purchasing, business forms, sales, and order work.

We feel, with this information in mind, that the tenth-grade teacher can so correlate and arrange his work as to make practical application of these accomplishments in the other subjects included in the commercial curriculum of the senior high school.

The  
ica  
Sup  
19  
Th  
book  
the p  
ing a  
facts  
school  
ble;  
of th  
reach  
the  
third  
recur  
only  
reor  
twec  
syste  
T  
maj  
of A  
thor  
of  
larg  
ond  
sion  
teac  
ond  
find  
org  
whi  
dim  
com  
nat  
me  
wit  
A  
siv  
for

## BOOK REVIEWS

*The Articulation of the Units of American Education.* The Department of Superintendence Seventh Yearbook, 1929.

The authors of the Seventh Yearbook have opened their attack on the problem of articulation by recognizing and emphasizing three underlying facts: first, that separations within the school system are natural and inevitable; second, that any adequate solution of the problems of articulation can be reached only through consideration of the educational system as a whole; third, that these problems are ever-recurring and can therefore be solved only by continual study and periodic reorganization of the connections between the units of the educational system.

The present relations among the four major units of the educational system of America have been analyzed in a thoroughgoing manner, with a wealth of illustrative material drawn from large numbers of elementary and secondary schools, institutions of professional and higher education, and teacher-training agencies. In the secondary field especially, the reader will find descriptions of new types of school organization and curriculum procedure which have been set up in the effort to diminish the unnecessary waste that accompanies the lack of adequate coordination of the high school with the elementary school on the one hand and with the college on the other.

As an outcome of such a comprehensive survey it should be possible to formulate principles by which future

efforts to provide better articulation may be guided. Such a set of principles has been set forth in Part V of the Yearbook by the Committee on Teacher-Training. The principles are six in number: the principle of liberty, the principle of equality, the principle of fraternity or voluntary cooperation, the principle of standardization, the principle of adaptation, and the principle of economy and efficiency.

A. D. W.

"Educational Readjustments at the Junior College Level," *School and Society*, August 3, 1929, by PROFESSOR WILLIAM S. GRAY. The University of Chicago.

Professor Gray's article is a comprehensive discussion of the readjustments now going on in the junior colleges. Two aims of junior-college education are emphasized: (1) richness and breadth of general training and culture; (2) instruction adapted to the wide range of needs, interests, and capacities represented by the increasing percentage of young people who seek admission.

Obviously the first of these aims necessitates a clear and accurate definition of the nature and content of general education. One attempt to formulate such a definition is submitted, as follows:

General education involves the attainment of at least three types of independence: intellectual, or ability to think in the major fields in which civilized societies of the past and of the present have done and are doing their

thinking; aesthetic, or power independently to enjoy the fine arts and to absorb their values into one's own life; and moral, or the power to live as a responsive member of society. The attainment of such independence involves:

- (1) Ability to identify and to use methods of valid thinking
- (2) Ability to conceive the past of the physical world as a process of evolution as disclosed by a study of the natural and physical sciences
- (3) Ability to think of the survey of civilization not as a chronicle of events but as a study of the great movements in human development
- (4) Ability to use the vernacular correctly and clearly
- (5) Ability to use at least a non-vernacular language as a means of understanding the racial habits of thinking employed by other peoples, and as a means of access to the materials of learning and culture
- (6) Ability to appreciate literature, music, and the pictorial and plastic arts
- (7) Ability to apprehend the principles of ethics and the obligations which the individual owes to society, and the active fulfillment of such obligations
- (8) Acquisition of habits conducive to the intelligent maintenance of well-being

The acceptance of such a definition leads to recognition of the need for developing courses in various departments for students in those fields that

would give them a comprehensive view of important fields of human interest and endeavor. The chief aim of such courses, several of which are described as illustrations, is to provide junior-college students with a more complete understanding of the world in which they live, a well-balanced and proportioned knowledge of the important fields of human endeavor, and a definite knowledge of and greater or less command of the methods of thinking and work through which progress has been achieved.

Not merely through the provision of appropriate courses, however, can a broad, well-proportioned education at the junior-college level be achieved. Intelligent guidance of students in their selection of courses is essential. In this connection at least five guiding principles have been developed:

- (1) The principle of adaptation to individual needs
- (2) The establishment of certain fundamentally significant courses as requirements for all students
- (3) The adequate representation in the student's program of all the important fields of learning essential to a broad general education
- (4) Recognition of the need for some synthesis of the several types of knowledge with which the student has become and is becoming acquainted
- (5) The assumption that specialization begins in earnest with the junior year

Without doubt, there is no problem today in the field of higher education which offers greater challenge than this



one. Thorough coöperation between the secondary school and the college is requisite for its solution. The progress that has been made thus far gives promise of more productive types of training in the future.

A. D. W.

"Is the Junior College a Menace or a Boon?" *The School Review*, June, 1929, by GEORGE F. ZOOK, University of Akron, Akron, Ohio.

Dr. Zook's article is a reply to the apprehension expressed by Professor George Herbert Palmer in an article in the *Atlantic Monthly* two years ago. In that article Professor Palmer emphasized three points: (1) the need of controversy concerning the junior-college movement; (2) the loss to junior-college students through association with high-school juniors and seniors instead of with college juniors and seniors; and (3) the danger that the junior college will lead to the extermination of the scholarly amateur.

With the first of these points Dr. Zook agrees. The second he answers by reminding us that the loss at present to high-school upper-class pupils through the absence of association with college freshmen and sophomores is at least as great as the potential loss to junior college students which Professor Palmer fears.

In his discussion of the third point Dr. Zook expresses the belief that the junior colleges of the future will enroll three kinds of students: (1) those who will complete their course in the last two years of the usual college; (2) those who will, upon completing the junior-college course, enter upon profes-

sional training; and (3) those who will complete semiprofessional courses in the junior college.

If this comes to pass, the result will be that the four-year college will find itself in a better position than it now is to expand the field of education appropriate to the scholarly amateur.

In pointing out the necessity of substantiating the claims of the proponents and opponents of the junior college, Dr. Zook refers to the experiment now being carried on at Stephens Junior College, Columbia, Missouri. There, under the auspices of the North Central Association, the fields of secondary and junior-college education are being coöordinated under a single administration.

A. D. W.

*The General Science Quarterly*, published for twelve years by Professor W. D. Whitman of Salem Normal School, Salem, Massachusetts, has become the official organ of the National Association for Research in Science Teaching. It will, hereafter, be published under the title *Science Education* and will devote its pages to the teaching of science in all grades from the kindergarten to college. The first issue under the new name appeared in June, 1929. A sample copy of this issue may be obtained by writing to *Science Education*, Salem, Massachusetts. The journal is being edited by the editorial committee of the National Association, composed of Walter D. Whitman, Salem Normal School; Earl R. Glenn, Montclair State Teachers College; and Charles J. Pieper, New York University, *Chairman*.

*A Series to Meet the New Objective in Health Education*

## **WE AND OUR HEALTH**

**BOOKS I, II, III, IV**

**By**

**E. GEORGE PAYNE, Ph.D. and JOHN D. McCARTHY, Ph.D., M. D.**

**The only series based entirely on the report of the JOINT COMMITTEE  
ON HEALTH PROBLEMS IN EDUCATION of the NATIONAL  
EDUCATION ASSOCIATION and THE AMERICAN  
MEDICAL ASSOCIATION**

This series of Health books is of the Visual Education type. They contain many more pictures and drawings than those of any other series. Material that will not function in the lives of the children has been omitted.

**BOOK I**—A simple, direct presentation of health and safety habits most essential to children in grades 3-4. Illustrations on every page.  
Net \$.60

**BOOK II**—Goes into personal health more fully and emphasizes health habits from other angles than Book I. More emphasis is placed on diet, accident prevention and athletics. Grades 5-6. Net \$.75

**BOOK III**—The main emphasis here is placed upon community health and safety with the aim of making boys and girls conscious of their social and civic relations. Grades 7-8. Net \$.85

**BOOK IV**—Presents a scientific study of the principles and practices of individual and community health and accident prevention for high school students. Net \$.95

---

## **Health and Safety in the New Curriculum**

**By**

**E. GEORGE PAYNE, Ph.D. and LOUIS C. SCHROEDER, M. D.**

A teachers' training book for the practical reconstruction of the curriculum. A comprehensive discussion of the application of improved methods and modern school organization and management toward the realization of the objectives of the new curriculum. 318 pages. Net \$1.50.

**American Viewpoint Society, Inc.**

13 Astor Place, New York, N. Y.